

West Campus High School

SENIOR PROJECT HANDBOOK

2007-2008



SECONDARY CURRICULUM AND STAFF DEVELOPMENT

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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SENIOR PROJECT HANDBOOK

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Chapter 1

Introduction to Senior Project

A brief overview...

What is Senior Project?

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

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

THE ACTIVITY

The Senior Project Activity is the core of the Senior Project experience. You will choose an activity that extends your learning, stretches your potential, and challenges your abilities. You can follow one of three paths.

- 1- COMMUNITY SERVICE
- 2 -CULTURAL, CREATIVE OR CAREER EXPLORATION
- 3- ACADEMIC RESEARCH

For Example... A possible activity for someone who wants to explore a career in advertising would be to design an effective sustained advertising campaign around a societal problem such as teenage smoking—MORE than just a single poster or recording but an entire campaign. Also, while shadowing a professional in the career field you are interested in may be a good place to start, it is in no way enough of a stretch to fulfill the activity portion of the Senior Project.

THE PAPER

After you decide on an activity, you will develop a topic for your related research paper. Again, you have several options.

- 1 - A PAPER THAT PROVES A CHOSEN ISSUE IS A PROBLEM AND PROPOSES A SOLUTION
- 2 - A PAPER THAT INVESTIGATES A SUBJECT AND COMES TO A CONCLUSION
- 3 - OR A PAPER THAT STATES AN ARGUABLE POSITION AND SUPPORTS THAT POSITION

For Example... If you planned to design that advertising campaign, a related problem to discuss and solve might be “The Epidemic of Peer Pressure.” A position to state and support might be your position on the legal responsibility of the tobacco companies in teen smoking.

THE PORTFOLIO

Since much of the work on your Senior Project will be done outside of class, you should keep accurate records of the time you devoted, how much money you spent, where you went, whom you talked to, what you learned, and so on. The portfolio is a place to keep all of that. But, more importantly, your portfolio is a repository for the evidence you will amass as you perform the activity portion of the Senior Project. You will be required to present this evidence to your advisor 2 – 3 times, at the beginning, middle and end of your activity (see due dates in appendix A). Think of these 5 –10 minute meetings as a combination counseling session and court. You will have to prove that you are actively engaged in your chosen Senior Project Activity, so make sure your evidence is real and could not be fabricated. Eventually, your portfolio will be examined by your Senior Board judges and graded for completeness and attention to detail.

THE PRESENTATION

Finally, just before graduating you will present your project at Senior Boards, several days of frazzled nerves, sweaty palms, and praise. You will make a formal presentation to a panel of judges including parents, teachers, and other community members. You will share with them what this Senior Project has meant to you - the process you followed, what you learned along the way, and your personal growth as a result of your ambitious project. If you have chosen a project that really excites you and captures your interest, your enthusiasm will shine through to your Board, your parents, and your friends.

THE GRADE

Each of the four components of the Senior Project is a graduation requirement. Various elements also will be part of your English 12 grade.

Chapter 2

The Project Phase -- Preparation

What to do and how to do it...

How do I pick a project?

Because Senior Project will be a graduation requirement, not to mention the fact that it will take up much of your time in the coming months, you need to consider your choice of project very carefully.

Minimum Requirements of the Project

Your project **must**...

- Be a personal stretch and challenge,
- Take a minimum of fifteen hours outside of class time to complete,
- Be approved by the Senior Project Advisor and by your parents,
- Be individual—no group or collaborative projects,
- And, last but not least, be legal!

STEP 1 - Pre-planning

Think about all of the things you are interested in—things you would like to improve, investigate, create, experience, or own. Brainstorm your ideas as they come to you; do not edit yourself at this point. If you are into sailing and want to sail solo to Hawaii, write it down. You can always eliminate ideas later if they turn out to be impractical or too expensive. Narrow the list to three or four ideas that are “do-able” and prioritize them. In deciding whether or not a particular SENIOR PROJECT idea will work, take into consideration several criteria:

- THE ACTIVITY IS AFFORDABLE;
- THE ACTIVITY HAS A RELATED RESEARCH PAPER TOPIC;
- THE ACTIVITY WILL TAKE AT LEAST 15 HOURS TO COMPLETE;
- THE ENTIRE SENIOR PROJECT WILL MAINTAIN YOUR INTEREST FOR 6 MONTHS;
- YOU WILL BE ABLE TO COMPLETE IT ON TIME;
- AND YOUR PARENTS WILL APPROVE IT.

Remember that *in order to qualify* as a Senior Project, your plan needs to be one that will stretch your abilities and challenge your limitations.

UNACCEPTABLE PROJECTS

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

- Weather dependent activities: landscaping a garden may be fun and productive, but what will you do when it rains every day from January to May? Sacramento weather is very unpredictable.
- Illegal activities: sorry, but running for most public offices is restricted to age 18 or older. Observe all federal and state laws. Also, many volunteer positions also require you to be over 18 years old.
- Group or collaboration activities: this is an individual project.
- Unfinished work: we know you mean well when you say you will write a novel, but turning in three chapters is not quality, finished work and will not be accepted.
- Any activity that is deemed unsuitable by the Senior Project advisory board.

The Senior Project Selection Process

Once you are convinced you have some workable possibilities, prepare for your Senior Project approval process. Pick the project that best suits you and begin your Letter of Intent.

The Letter of Intent

You will put down all of your Senior Project intentions in a Letter of Intent (see sample in Appendix B) addressed to your Senior Project advisory panel. This letter is your formal commitment to follow through with what you said you would do. Your Letter of Intent is your word that you will complete the project you started. You will need to explain all aspects of your Senior Project:

- The reason you chose your Senior Project,
- Your paper topic,
- Your activity,
- Who is your mentor,
- How much time you plan to spend,
- How much money it will cost,
- What resources you will use.

This letter will become one of the centerpieces of your portfolio, something for you to reflect back upon after you complete your project to see how far you have come. You'll use standard business letter format. Please follow the outline below. The Senior Project Advisor will approve or disapprove your activity and paper topic based on your Letter of Intent (see Letter of Intent sample letter and evaluation form in Appendix B).

NOTE: If the Senior Project Advisor is in any way uncertain about your project, he/she may ask you to revise and/or elaborate on your Senior Project description prior to approving it. Once your Letter of Intent is signed, however, feel free to congratulate yourself as you have just taken the first step towards completing your Senior Project requirement. The original will go in your portfolio.

Do I need my parents' permission?

Yes, regardless of your age, you must have parental permission for your Senior Project selection. File the signed Parent Permission form in your portfolio as proof. Expect your Senior Project advisor to check for that form in your portfolio during your first interview with them.

But if I have never done this before, I'm going to need help, Right?

Right. That is where your project advisor and your mentor come in.

PROJECT ADVISORS

Your on-campus Senior Project Advisor will discuss with you the practicality of your project and verify your progress and your project completion at the end of April. This advisor will guide you through each step of your Senior Project process—your advisor is your on-campus resource for basic questions, general guidance, and project verification. Again, though he/she may serve as your guide during the process, his/her primary duty will be to check on the progress of your activity. You will have to provide evidence that you are engaged in your activity 2-3 times during the course of your activity.

THE OUTSIDE MENTOR

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

Example:

My Outside Mentor could be...

I plan to ask Mr./Ms. _____ to be my Senior Project Outside Mentor

because _____.

Chapter 3

THE SENIOR PROJECT ACTIVITY

Use the ACTION PLAN to calendar your projected activities.

Description: You must create a specific, detailed plan explaining what you will do in your Senior Project between now and May 1st. Your ACTION PLAN must include at least 15 hours of work (not research). **The research done for your paper and the time you spend writing your research paper DO NOT count towards the 15 hours of work required for the activity portion of your project.**

Sample Action Plan

Paper Topic: Bereavement – A Pervasive Problem With A Partial Solution

Goal: What do you plan to do?

I plan to attend counseling/group sessions that relate to adolescents dealing with a loss of someone close to them. After attending sessions myself, I will facilitate a bereavement session on my campus for students who have lost a loved one.

Specific Activities and Timeline

1. Activity: Meet with counselor who conducts the group sessions at Sutter Hospital.
Who: Sutter staff and I
When: January 2006
2. Activity: Attend counseling sessions (six sessions in the series) for adolescents who have lost someone close to them.
Who: Sutter Hospital and I
When: Spring 2006
3. Activity: Met with high school counselor to discuss project and how to conduct a bereavement session on campus.
Who: High school counselor and I
When: March 1, 2006
4. Activity: Make preparations for session by arranging a date for the session, room, approvals for students to leave class, and adult supervisor. Check with assistant principal to ensure there are no conflicts on the calendar.
Who: Counselor, plant manager, assistant principal and I
When: March 15, 2006
5. Activity: Prepare flyer with sign up sheet inviting students who have recently lost someone close to them to attend the session.
Who: Me
When: March 20, 2006
6. Activity: Facilitate Bereavement Session with students
Who: Counselor and I
When: Last week of March, 2006
7. Activity: Meet with mentor to discuss/debrief what I learned through this process.
How did this help me? My school? What were the results of this project?
Who: Mentor or counselor and I
When: After bereavement session.

Draft Action Plan

Name: _____

TOPIC OF PAPER:

Goal: What do you plan to do?

Specific Activities and Timeline

Who does it? When?

1.

2.

3.

4.

Projected Results: How does this Activity relate to your paper topic?

Help Needed: What do you need to make this happen?

How Do I Prove That I Did All the Work?

The Project Log

As you are working on your project, you will be expected to keep a project log (see Appendix B). You should have a log entry for each time you do anything having to do with your project. Your log should begin and end with the date and actual time (hours, minutes) spent on the project on that occasion. A log entry could cover as little as a short phone call to arrange an interview, or as much as a day spent white water rafting on the American River (if such an activity is related to your project of course!) Remember to have your outside mentor verify your log before the final due date. Your log will be shown to your Senior Project advisor, and, ultimately, included in your portfolio.

The Activity Evaluations

2-3 times during the course of your activity, your Senior Project Advisor will meet with you to check if you are actually engaged in your activity. In your portfolio, you should amass evidence – not just signed forms, but physical evidence that could convince a skeptical judge in a court of law – that you are actively working on and, finally, have completed the activity you committed to. If for some reason not under your control, you were not able to complete the activity you committed to, that is not good, but it does not mean you failed Senior Project. Just make sure you have evidence of the several different ways you attempted to solve the challenges you encountered.

At this point your project is approved, but keep in mind, you are now committed to the project. You have got to make it work—that is part of the learning experience.

The Research Paper

How writing gets done...

THE PAPER TOPIC

Prior to writing your Letter of Intent for your senior project approval, you will need to select a topic that will complement your project. Be careful. You want to spend months working on a paper that will fascinate you.

THE PAPER

Writing a research paper should be nothing new to you. You will use the same MLA format that you have used for all of your research papers throughout high school. Just in case, on the off chance that you have forgotten the format, see Appendix C for writing tips and online research help.

Minimum Requirements of the Paper

Your paper must...

- Be typed or word processed,
- Be a minimum of six pages,
- Use a minimum of five sources (no encyclopedias)
- Use no more than two online resources (unless “full text”, meaning source appears elsewhere in print). Articles found on the World Wide Web with no clearly identified author or place of publication will count as one on-line source and must be documented as such. (See Appendix C for appropriate Internet sources).
- Be properly formatted with one-inch margins, double spacing, and ten- or twelve-point Times New Roman font
- Use accurate MLA parenthetical references
- Have a cover page which identifies the student, date, class, and English instructor
- Be firmly bound with a single staple or a simple cover which **DOES NOT** include putting the pages in plastic sleeves,
- And, finally, use charts and graphs when appropriate, but **DO NOT** use clip-art and drawings merely for the sake of decoration.

Can I start writing?

Almost! Before you start, you need to pull everything together—project, paper topic, mentors, research, the whole package—one last time, just so that everything is clear.

Research:

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

Research Questions:

You have three possible goals with your research:

- Prove that your issue is a problem for society and that your proposed solution will work;

- Prove that your position on a contentious/controversial issue is viable;
- Prove that the conclusion(s) you draw from your investigation is warranted.

Sample Research Questions on the position that *Small Schools Are Better Than Large Schools*:

Do students in small schools learn more than students in large schools?
 Are small schools safer than large schools?
 Are students in small schools happier than students in large schools?
 Would it cost the same to have smaller schools?
 Are there examples of successful small schools in other cities?

Sources:

You need to find at least 5 sources that provide good answers to your research questions. Your sources **must include** (or your paper will be returned to you for revision):

- at least one printed source (book, newspaper or magazine article, etc.)
- at least one reputable website (see Appendix for what makes an appropriate Internet research site)
- at least one interview with an expert

Your sources must be relevant (related to the topic you are studying) and valid (based on true, real-life facts).

Also remember that the author’s point of view may affect the information you find in a source. Note: though it is convenient to interview friends and teachers, they are often not the best source of the information and quotes that will make your paper less credible.

Taking Notes

Once you have found sources, you should take notes. Remember, your goal when taking notes is to answer your research questions. You should have at least 50 notes, but more important than the number of notes you have is whether you answered your research questions.

Research Paper:

Description: The research paper is an essay of at least 6 full pages that proves your issue is a problem and proposes a solution, states an arguable position and supports that position, or investigates a subject and comes to a conclusion. Your analysis will play an important part in the evaluation of your final paper.

The elements of a good research paper, not necessarily in this order, are:

- A hook that grabs the attention of the reader,
- A thesis that states your problem and proposed solution, your position, or your conclusion clearly,
- Evidence to support your thesis, including, but not limited to, examples, anecdotes, expert opinion, statistics, facts and descriptions,
- At least 5 parenthetical references,
- Analysis and discussion that make the detailed connections between your evidence and thesis clear (this element should form the bulk of your paper),
- A conclusion,
- An organizational structure,

- Sentence variety and correct grammar and punctuation,
- And a Works Cited page.

Just remember, citing sources and arranging supporting evidence correctly are important, but the quality of your research paper will be determined by the quality – and depth – of your own thinking and analysis.

Chapter 4

The Portfolio

Your Senior Project Portfolio documents the entire Senior Project process, from start to finish. As stated before, this portfolio will be a repository of evidence to prove to your Senior Project advisors that you are making progress in your Activity. But it also lets the judges get to know a little about you and what you learned before they judge your presentation. Since this is the first impression the judges will have of you and your project, you want to make sure it's a good one and you want it to look professional. Check the rubric in Appendix B for a list of required contents. You know what they say about first impressions...

Reflection Paper:

Description: The reflection paper is an opportunity to reflect on the entire experience of the Senior Project. This reflection has proven very helpful as a brainstorm activity to help collect your thoughts for the oral presentation.

Please read each question carefully and answer it with as many details and examples as possible. Please use complete sentences and answer all parts of each question. In addition to helping you to prepare for your presentation to the panel on your issue, your answers will help you determine how much you have learned from this project.

Please type your responses to the following questions

1. Name:
2. What topic have you been investigating for your Senior Project?
3. Please re-read the Letter of Intent you wrote at the beginning of this project. Are you still glad that you chose this topic? Do you still care about this topic? Why or why not?
4. Who did you write letters to? Did they respond? If yes, what did they say and what did you think of their response? If no, why do you think they did not respond?
5. What did you learn from the survey you did about your issue? Who did you survey? What kinds of questions did you ask them? In general, what did their answers tell you? Did you learn anything surprising from the survey results? Did you learn anything that was useful in your research? Do you think surveying people is a good way to get information about a topic you care about? Why or why not?

6.What did you learn from the research you did about your topic? What kind(s) of sources did you use? Was it hard to find answers to your research questions? Why or why not? Do you think that you became an expert on your topic? Why or why not?

7.How was your Activity related to your paper topic? Was it easy or hard to complete your Activity? Why? What did you learn during the course of your Activity? What do you think your Activity accomplished?

8.What did you learn from writing the research paper? Did it help you clarify your thinking about the topic? Did it improve your writing skills? Why or why not?

9.Did the Senior Project as a whole change your attitude towards your community or yourself in any way? If so, explain how. If not, explain why not.

10.Is there anything else you learned from the Senior Project? Are there any other comments you would like to make?

Chapter 5

The Presentation

The final step...

If you have given your best effort on the research paper, finished your activity to the best of your ability, and prepared a professional portfolio, you should not be nervous about your presentation—you should be proud of the work you have done. Senior Boards is your opportunity to shine—to tell the world what you have accomplished!

The Presentation

The culminating activity for your Senior Project will be your Senior Boards. Your board will consist of parents, teachers, and community members. Your speech will be eight to eleven minutes in length with a four to five minute question and answer period. You should plan to be rehearsed and professional in your manner, dress, and appearance. This is your last big performance of your high school career; should it not also be your best? Practice your presentation and hone and refine your presentation skills BEFORE you present.

Minimum Requirements of the Presentation

Your presentation must...

- **Be eight to eleven minutes in length, with an additional five minute question and answer period**
- **Include a visual and/or audio aid to provide physical evidence of your accomplishments (video/audio clips should be no more than 2 minutes long) Beware of even 2 minute clips during which the judges are simply watching or listening; the judges want to see and hear you presenting, not watch videos.**
- **Address your stretch, challenge, and personal growth.**
- Score must total at least 70 points for a pass (you must have some superior and/or strong scores to pass).

The following elements should be present in the presentation:

- Introduce yourself and your project to the audience.
- Hook your audience.
- State a thesis about the overall experience of Senior Project – what did you learn, how did you change as a result of this experience.
- Support your thesis by describing experiences – both successes and failures – you had as you completed your Activity.
- Further support your thesis by explaining how your research paper was related to your Activity – perhaps how the paper developed the broader significance of your limited, more local Activity.
- A conclusion that restates the thesis and projects the results of your into the future.

Do not forget all the many years of hard work you spent honing the skills you put to good use in your senior year. We are proud to send you off into the world as a High School Senior Project graduate! Well done.

Appendix **A**

Dates and Details

Fall Semester

What's Due?	When Due?	Turned in and Maintained Where?	Check List: You keep track of completion.
Introduction to Senior Project	September 2007	Senior Assembly	
Letter of Intent	October 31, 2007	Senior Project Advisor	
Parent Permission Form	November 14, 2007	Portfolio	
Outside Mentor Form	November 14, 2007	Portfolio	
Action Plan w/ Timeline	December 17, 2007	Class/Portfolio	
Research Paper Proposed Works cited(note minimum requirements)	December 17, 2007	English 12 teacher	

Spring Semester

What's Due?	When Due?	Turned in and Maintained Where?	Check List:
Research Paper Due	February 27, 2008		
Revised Research Paper Due	March 31, 2008		
Outside Mentor Final Evaluation Form	April 28, 2008		
First Draft of Oral Presentation Outline	April 28, 2008		
Presentation Practice	May, TBA		
Portfolio Reflection paper	May 12, 2008		
Project Portfolio Evaluation	2-3 times, TBA, 2008		
Senior Boards	May 5-May 15, 2008		
	TENTATIVE!		

*You, the student, are responsible for keeping and maintaining your portfolio. Your teacher may ask that you turn in your forms as part of the class requirement.

Appendix **B**

The Nuts and Bolts Models, forms and stuff...

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

All forms are included in this. It is an excellent idea that you print out the manual and keep a copy of it in your English binder. In this manual, you will find each form that you will need. Here is a list of what you will find in this Appendix:

- 1- Letter of Intent (evaluation form and model)
- 2- Parent Permission Form
- 3- Outside Mentor Agreement Letter
- 4- Outside Mentor Agreement Form
- 5 - Outside Mentor Project Evaluation Form
- 6- Project Log Form (example included)
- 7- Senior Project Research Paper Rubric
- 8- Portfolio Evaluation Form
- 9- Presentation Prompt
- 10- Presentation Evaluation Form

Letter of Intent

This is a document you write before you are allowed to do any “Hands-on” work on your project. This is a business letter addressed to Senior Project Advisory Panel. It will explain what your plans are for your project, how you plan to finish it, and what the finished product will be.

Your LETTER OF INTENT must be typed (single-spaced with one blank line between paragraphs) and in the block letter form shown below with 1" margins on all sides. It must provide the information requested, reflect your best writing/ spelling/ grammar, and be signed by you. Your LETTER OF INTENT must be approved BEFORE you begin your project.

Your name
Your address
[Current date]

Senior Project Advisor
West Campus High School
5022 58th Street
Sacramento, CA 95820

Dear Advisor:

[Paragraph 1] Describe the general area of interest (such as art, communications, social problems, physical fitness, automotive). Explain why you chose this area. Explain in detail what you already know or have done in this area (your experience/knowledge). Identify what you hope to learn or accomplish by doing this project.

[Paragraph 2] What specifically do you plan to research? Who and what do you plan to use for resources?

[Paragraph 3] Describe your Activity, giving very specific details—what your Activity will be, what you will actually do, who and/or what will be involved, possible mentor to help you, estimated cost of Activity, estimated time required to complete Activity, and what you will consider a completed Activity. Explain clearly how this Activity will stretch you beyond current knowledge and/or skills

[Paragraph 4] Explain what plagiarism is and the consequences of plagiarizing or falsifying any information, including that this would result in failing Senior Project, a graduation requirement. Conclude with a clear statement affirming that you will not plagiarize or falsify any information in your research paper or your portfolio.

Your Signature

Your name (typed)

Letter or Intent — Evaluation

Name

APPROVED

NEEDS REVISION/IMPROVEMENTS STILL

[X indicates areas needing improvement]

ASSIGNED FORMAT

- Typed with 1" margins
- Letter format; single-spaced with 1 blank line between paragraphs
- Written in 4 paragraphs covering assigned material
- Letter signed; name typed
- Current date and home address

COVERS ASSIGNED MATERIAL

- #1 General area of interest
- Why you chose this area
- What you already know or have accomplished in this area (your experience, in detail)
- What you hope to learn or accomplish by doing your Activity.
- #2 What specifically will you need to research and/or learn in order to complete Activity.
- Possible resources.
- #3 Describe your Activity, giving specific details
- What Activity will be
- What you will do
- Who/what will be involved
- Identify possible mentor to guide and help you
- Estimated cost of project
- Estimated time required for Activity
- What you will consider to be a completed Activity
- Explain clearly how Activity will stretch you beyond current knowledge/skills
- #4 — Explain what plagiarism is
- Identify the consequences of plagiarism or falsifying any information
- State that you will avoid plagiarizing or falsifying any information

MECHANICS

- Clear and complete sentences
- Correct spelling, grammar, capitalization and punctuation
- Typing errors neatly corrected
- Communicates clearly what you mean to say

Parent Permission Form

Student's Name _____

Parent's Name _____

Address _____

Parent's Phone Home _____ Work _____

Parents' E-mail _____

As a parent/guardian of _____, a senior at West Campus High School, I am aware that my son/daughter must participate in senior project activities as a SCUSD graduation requirement. The various components of Senior Project will be factored into the grades for the Fall and Spring English 12 class, a course required for graduation from West Campus High School. I further understand that failure to complete Senior Project, including a Senior Boards presentation, may result in the loss of participation in end-of-year senior activities such as Senior Picnic, Senior Breakfast, graduation, etc. According to district policy, failure to complete the Senior Project will result in my son/daughter not graduating with his or her class.

For the Senior Project activity, my son/daughter has chosen to:

He/she has my permission to complete this activity, and I agree to release West Campus High School, the Sacramento City Unified School District, and its employees from all claims arriving from financial obligation incurred, or damage, injury, or accident suffered while my son/daughter participates in the activity that he/she has chosen. My son/daughter has chosen _____ to be his/her Outside Mentor for Senior Project.

The above named Mentor has agreed to the responsibilities outlined in the Outside Mentor Agreement form and letter.

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

Parent/Guardian Signature: _____

Student Signature: _____

Date: _____

Outside Mentor Letter

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

Dear Senior Project Mentor:

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

This fall they began this process by selecting a Senior Project and having it approved. Because they have chosen an activity that will require them to do something they have never done before, an essential component in their success is an Outside Mentor – an adult who has experience or knowledge in the student's chosen field of study. Mentors may be teachers, community members, or business professional who are willing to guide students through each phase of the activity. In this role, mentors are asked to assist, encourage, and support the student in completing the activity, gaining information for the paper, and planning the oral presentation. Mentors serve in an advisory capacity only. It is the student who is responsible for completing required work. Additionally, mentors assist in verifying the progress of a Senior Project's activity at various checkpoints during the year.

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

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

Sincerely,

West Campus High School Staff

Outside Mentor Agreement Form

Student's Name _____

Mentor's Name _____

Address _____

Mentor's Phone Home _____ Work _____

Mentor's E-mail _____

I, the undersigned, have met with the above named student and have discussed his/her plans for the Senior Project at West Campus High School. I acknowledge that the student will work on his/her Senior Project during the 2006-07 school year, and that I will offer assistance in completing the activity phase of West Campus High School's Senior Project during that time.

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

I understand that I will work with the student only by phone or on site at West Campus High School unless given express written permission by the parents of the student to meet off campus. I understand I will be contacted by letter or E-mail to confirm student's progress. I received the Outside Mentor form and agree to participate as outlined in the form.

Signature _____ Date _____

Thank you for your support of West Campus High School. You are cordially invited to participate as a judge of Senior Boards, the presentation phase of Senior Project, held between May 22, 2007 – June 2, 2007.

NOTE: Please check off:

I am willing to judge is time permits.

I am not able to judge but I can recommend _____ phone # _____.

Sorry, I am unable to help in the judging process at this time.

Outside Mentor Project Evaluation Form

Student Name _____

Outside Mentor Name (please print) _____

Address _____

Daytime Phone _____

E-mail address _____

On-Campus Advisor Name (please print) _____

Project Focus _____

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

And, thank you for your cooperation and your support of West Campus High School's Senior Project. It is appreciated.

Can you verify that he/she spent at least 15 hours working on the activity phase of Senior Project?

Yes _____ No _____

Comments:

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

Yes _____ No _____

Comments:

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

What successes have you seen this student achieve?

Outside Mentor Signature _____ Date _____

Project Log Form (use this format for your logs)

Name _____ Date _____ Period _____
 Research Project _____

Project Topic _____

Mentor: Name _____

Telephone _____

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

Sample Log

Date & Time	Activity & Commentary
Thursday, 3/1/01 1 & 1/2 hours	Activity: Went to Phoenix Print & Image Graphic Design on Laguna Blvd. to talk to Mr. Russel about designs for my poster advertising my project Commentary: The cost for printing the poster was more than I had planned due to the size of the poster and the four colors I had planned to use. However, I don't want to compromise my design, and my parents have agreed to the additional cost. Mr. Warren explained that I could economize a little if I were to use two colors instead of the original four, so it's back to the drawing board!
Monday, 3/5/01 1 hour	Activity: Went back to Phoenix Print with my new poster designs. Mr. Warren liked my revisions and said this design would be more sophisticated.
Total time this page: 2 & 1/2 hours	Commentary: I'm so glad I revised my design; it looks so much more stylish with the two colors

Project Log Form (copy as many second sheets as necessary)

Name

Dates

Date & Time	Activity & Commentary
Total time this page:	Mentor Initial for Verification of Completion <input data-bbox="1291 1717 1461 1791" type="text"/>

Senior Project Research Paper Rubric (2-sided) _____ Initials graded by
Pass / Non Pass

*****Before papers can be evaluated, they must have:**

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

A / Superior

- _____ addresses the topic clearly and responds effectively to all aspects of the writing task
- _____ demonstrates a thorough critical understanding of the topic(s) in developing an insightful investigation
- _____ explores the topic and issues thoughtfully and in depth
- _____ is coherently organized and developed; ideas supported by effective explanations and discussion
- _____ has an effective, fluent style marked by varied sentence structure and a clear command of language
- _____ is generally free from errors in grammar and punctuation

Comments:

B / Strong

- _____ addresses the topic clearly, but may respond to some aspects of the task more effectively than others
- _____ demonstrates a sound critical understanding of the topic in developing a well-supported investigation
- _____ shows some depth and complexity of thought
- _____ is well organized and developed, with ideas supported by appropriate explanations and discussion
- _____ displays some sentence variety and skill in the use of language
- _____ may have a few minor errors in grammar and punctuation

Comments:

C / Adequate

- _____ addresses the topic, but may not fully address some aspects of the task
- _____ demonstrates a generally accurate understanding of the topic in developing a sensible response
- _____ may treat the topic simplistically or repetitively
- _____ is adequately organized and developed, generally supporting ideas and explanations and discussion
- _____ demonstrates adequate control of sentence structure and language
- _____ may have some errors, but generally demonstrates control of grammar and punctuation

Comments:

D / Marginal

- addresses the general topic but distorts or neglects aspects of the task
- demonstrates some understanding of the topic, but may inadequately develop parts of it
- lacks focus, or demonstrates confused or simplistic development
- poorly organized and developed, presenting generalizations without adequate and appropriate support
- has limited control of sentence structure and/or vocabulary
- an accumulation of errors in grammar/punctuation sometimes distracting reader interfering with meaning

Comments:

F / Very Weak

- indicates confusion about the specific topic or neglects important aspects of the task
- demonstrates poor understanding of the main points of the topic, does not discuss the topic appropriate
- lacks focus and coherence, and often fails to communicate ideas
- has very weak organization and development, providing simplistic information without support
- has inadequate control of sentence structure and/or often inaccurate vocabulary
- is marred by numerous errors in grammar and/or punctuation distracting reader, interfering with meaning

Comments:

Portfolio Evaluation Form

Students: Complete this section:

Student Name _____ ID Number _____

Senior Project Teacher _____ Project Topic _____

Dates must correspond to due dates; letters, logs, and forms must be signed and dated to be valid.

	Poor (1)	Average (2)	Good (3)
1- Cover Page, typed	_____	_____	_____
2- Cover Letter. to Judges	_____	_____	_____
3- Senior Project Approval Form	_____	_____	_____
4- Parent Permission Form	_____	_____	_____
5- Outside Mentor Agreement Form	_____	_____	_____
6- Outside Mentor Evaluation Form	_____	_____	_____
7- Letter of Intent	_____	_____	_____
8- Letters and other communications	_____	_____	_____
9- Community Survey, if applicable	_____	_____	_____
10- Research Notes	_____	_____	_____
11- Activity Plan	_____	_____	_____
12- Clean Copy of Research Paper	_____	_____	_____
13- Project log (15 hr. minimum)	_____	_____	_____
14- Reflection Paper	_____	_____	_____
15- Evidence of progress toward completion of Activity			
- Verifiable photographs	_____	_____	_____
- Signed documents	_____	_____	_____
- Physical evidence/artifacts	_____	_____	_____
- Tapes/CDs/Videos	_____	_____	_____
16 – Table of Contents	_____	_____	_____

Total

Scored by _____ Date _____

Senior Project Presentation Prompt

SPEAKING SITUATION

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

SPEAKING DIRECTIONS

Prepare an 8-11 minute speech that does the following:

- Captures the attention of the audience and introduces the purpose of your presentation
- States your thesis – how you grew from the Senior Project, or what you learned.
- Supports that thesis by describing experiences you went through to complete your project
- Addresses the stretch and challenge of your project
- Describes any problems you encountered and details the ways you dealt with them
- Identifies concepts or skills you learned
- Establishes the connection between the research paper and the thesis
- Concludes with either a re-statement of the value of the project or a speculation that brings the speech to a satisfying close

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

FINAL NOTES

- Presentation rooms will be furnished with a laptop and projector.. Students who wish to use a PowerPoint presentation **are strongly encouraged to make arrangements for a practice run on the school laptops a day or two before the presentation. Studnets will not be allowed to connect their personal laptops to the projectors.** Handouts of your PowerPoint should be prepared in case of technology failures—you will still be expected to present.
- Video clips should be limited to no more that 2 minutes.
- Students should be prepared to answer **questions** from the judges for approximately four minutes.
- Points will be deducted for speeches under 8 minutes; speeches will be halted after 11 minutes.

SENIOR PROJECT PRESENTATION EVALUATION FORM

Name _____ Project _____

Judge's Total _____ (**Note to Judges: Students must have a combination of 70 points to pass)

Directions: Score is based on 5 = Superior; 4 = Strong; 3 = Marginal; 2 = Not acceptable; 1 = Failing. Each judge will deduct 5 pts. from the total for each minute under the 8 minute minimum. Project portion is multiplied by 2.

AREA I: CONTENT (25 pts)

1.	Introduction: stated or implied purpose of presentation with attention hook	5	4	3	2	1
2.	Body of Speech Thesis supported by accurate and appropriate detailed evidence. Transitions enhance logical flow of presentation.	5	4	3	2	1
3.	Conclusion: summary of ideas or appropriate wrap-up or closure	5	4	3	2	1
4.	Explanation of paper topic and connection to project.	5	4	3	2	1
5.	Explanation of process, learning, problems encountered, changes made.	5	4	3	2	1
						(25)

AREA II: DELIVERY (25 pts)

1.	Eye contact (not reading notes, surveys room); Body composure (poise, gestures, posture)	5	4	3	2	1
2.	Voice/vocal expression (rate/volume, pacing, inflection, enthusiasm)	5	4	3	2	1
3.	Language usage (appropriate word choice, style, no slang)	5	4	3	2	1
4.	Dress/appearance	5	4	3	2	1
5.	Audio and/or visual aids	5	4	3	2	1
						(25)

AREA III: PROJECT (X2 = 50 pts)

1.	Evidence of Stretch and challenge	5	4	3	2	1
2.	Evidence of project process	5	4	3	2	1
3.	Evidence of project fulfillment	5	4	3	2	1
4.	Evidence of learning	5	4	3	2	1
5.	Overall quality of the project	5	4	3	2	1
						X2 (50)

Appendix C

SENIOR PROJECT GLOSSARY

SENIOR PROJECT

Consists of the four components outlined in the introduction. Starting in the 2006/2007 school year, it is a graduation requirement district-wide. For your high school transcript to be complete, all 4 components of the Senior Project must be checked off. It is a Pass/Fail project, although various components of it may be graded by your English 12 teacher and used as part of his or her grade.

THE ACTIVITY

This is the activity you engage in that stretches and challenges you. This activity must be in addition to your regular school duties. For example, if you are already a member of the football team, your activity cannot be varsity football. Generally, this activity would not be participating in any school activity, although the Senior Project Advisory Board might make exceptions in particular cases if you can prove beyond all doubt the school activity would be a stretch. Examples of a Senior Project activity are:

- Starting a business,
- Experiencing a career as a volunteer,
- Building a structure on your own,
- Learning a skill or an art,
- Learning to produce a performance
- Teaching others to perform,
- Writing a novel, or some other major literary work,
- Performing scientific or academic research
- Learning to make something, and making it,
- Or some other significant activity that challenges you.

THE PORTFOLIO

This is a repository of evidence that proves you are engaged in a significant activity that is individual and new for you. In the real world, portfolios that prove your work experience are common practice. This portfolio will contain proof that you are engaged in your activity for your Senior project advisors, and will be the basis for the pass/fail grade on the activity component of your Senior Project. Make it convincing.

THE PAPER

This is a formal research paper of at least six FULL pages. It should be related to your activity. Generally, the paper would explore the broader, social meaning of your more limited and local activity. For example, if you decided to become certified as a scuba diver

as your activity, you might research the destruction of marine habitat as your problem, and suggest viable solutions. You might also take a position on global warming and prove its impact on the oceans. Or you might investigate the sea as symbol in literature from different cultures and come to some conclusions about its common meaning across cultures.

THE PRESENTATION

This is a formal presentation that should be thought of as a dramatic performance. It is not a list of what you did, or a report on what you found out. In this presentation, you must communicate to your audience the meaning of an experience called Senior Project – what you learned from it, how you changed or grew as you performed your activity and researched your broader topic, and what this project means for the your future. If you write this down in a sentence, this statement of personal growth would be your thesis, and everything you went through during Senior Project – the successes and the failures – would be the evidence that supports that thesis.