

NORTHWESTERN HIGH
SCHOOL

SENIOR SEMINAR GUIDE

Students Develop Academic and
Technical Skills through Research,
Creation, and Presentation

--Selected Materials from
SREB, Atlanta, GA

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Northwestern High School

7473 North Elyria Road West Salem, Ohio 44287 Ph.
(419)846-3833 (419)846-3384

August 9, 2021

Dear Parents or Guardians of the Senior Class of 2022:

The senior year is a momentous year for your child. You have learned by now that our school has set high expectations for our students. We believe each student should have the opportunity to display his or her skills through a Senior Seminar Project. As your child completes this project, he/she will demonstrate the following skills: reading, writing, speaking, accessing and processing information, thinking, self-discipline, problem-solving, organization, and implementing technology. These skills will be showcased through a four-phase process to include:

- A typed research paper
- A physical product and/or service to the community related to an aspect of the research
- A portfolio
- A presentation given before the Senior Project Evaluating Committee composed of community members and authoritative experts in the student's field of study.

The Senior Project topic is based on new knowledge and provides growth through a new learning experience. The topic should require an academic and creative stretch/risk, which may push your student out of his/her comfort zone.

The Senior Project involves parental, mentor, and teacher support as well as student initiative and self-discipline. In this packet is a copy of the due dates for the project components.

Thank you for joining us on this exciting journey. If you have any questions, please do not hesitate to call the school at (419) 846-3833 to speak with me or any of the following Senior Project teacher: Wes Martin nrws_wmartin@tccsa.net.

Sincerely,

Randall Hafner
High School Principal

Guidelines for Senior Capstone

The **senior capstone** is an integral part of a student's final year of high school. It integrates the knowledge, skills, and concepts from the student's program of study into one culminating project. The complexity of COVID-related issues makes this capstone program even more useful as students get the opportunity to see how businesses interact with and adapt to disruptive situations within the workforce. Communication will be paramount in student success this year, with frequent emails to the mentor a necessity for comprehension.

A senior capstone consists of a written research paper, a major product, and an oral presentation. School guidelines dictate how the projects are graded. The components are:

- ◆ **Research Paper** - a 7-10 page formal persuasive paper that encourages students to develop and demonstrate proficiency in conducting research and writing about a current topic. The topic for the paper should be a current controversial issue in the chosen career field.
- ◆ **Product** - a tangible creation based on choosing, designing and developing an item related to the student's field of study. The product can be a service that benefits the school or the community.
 - ◆ The product should challenge the student, allow him or her to show applications of learning, and reflect that the student has spent substantial time (nine weeks plus) completing it.
 - ◆ The Senior Seminar Committee and Mentor will approve the initial plans.
 - ◆ Each student will document his or her progress in professional e-mails and product logs to mentors and advisors.
- ◆ **Oral Presentation** - a formal presentation of the paper and product before a panel of judges.

The presentation consists of:

 - ◆ a 8-15 minute speech
 - ◆ an explanation of how learning was applied in developing the product
 - ◆ a discussion of lessons learned
- ◆ A **Mentor** has expertise in the student's field of study and commits to help guide the student in developing the paper and product. Each student is responsible for finding a mentor, documenting professional e-mails to the mentor, and generating at least 15 hours of virtual or physical contact with the mentor.

Responsibilities of Participants

Students

1. Read and understand all guidelines, definitions, examples, rubrics, deadlines, and expectations discussed in the Senior Seminar packet.
2. Confer as needed with the Senior Seminar advisor.
3. Identify a topic.
4. Secure mentor and Senior Project Committee approval for the topic.
5. Identify a product to build or produce, or a service to perform.
6. Relate the product or service to a Career Cluster.
7. Select a Mentor – an expert in the field of study.
8. Write a letter of intent to the Senior Project Committee.
9. Follow a timeline for completion of all components of the senior project --- research paper, product or service, oral presentation, and follow-up activities.
10. Conduct research by using print and electronic media and interviewing knowledgeable people.
11. Virtually or physically work with the mentor for a minimum of 15 hours.
12. Write weekly e-mails to mentors and advisors that document all procedures, progress and steps including dates, time spent, status reports, observations, reflections, etc.
13. Assemble a portfolio consisting of mentor logs, plans and learning experiences, research paper, and documentation.
14. Get the Senior Project Committee to approve any changes in the project.
15. Write the research paper.
16. Prepare for oral presentation.
17. Present the research in an oral presentation to the Senior Project Evaluating Committee and respond to questions.
18. Watch a recorded video of the oral presentation and write a one to two page paper reflecting on the presentation.
19. Write a thank-you letter to each person involved in your senior project including the Senior Project Committee and the Senior Project Evaluating Committee.

Senior Seminar Advisor

1. Approve the student's topic in coordination with other teachers.
2. Guide the student through all components of the project.
3. Instruct the student in the proper form and process for writing the research paper.
4. Collect and evaluate all written documentation pertaining to the Student Activity Checklist.
5. Review the drafts of the research paper and suggest revisions.
6. Evaluate the final draft of the research paper and assign a grade on its form and content.
7. Instruct the students in the proper methods of oral presentation.

Mentor

1. Review the second draft of the research paper and suggest revisions concerning accuracy of informational content.
2. Serve as a resource to the student in all stages of product development.
3. Work with the student physically or virtually for a minimum of 15 hours.
4. Frequently email with the student regarding information in the persuasive essay, product proposals, product development, product logs, and culminating speech. There will be a minimum of ten professional emails required.
5. Advise the student in planning his or her oral presentation.
6. Participate as a judge on the Presentation Evaluation Panel.

Senior Seminar Guidelines

1. ***Senior Seminar/internship/capstone class is a graduation requirement for all students unless it is waived.*** Circumstances that warrant consideration for waiver include successful completion of College Writing II and Communications 110/English 12 Advanced, full time attendance at the Career Center, or full time attendance at IB. It will not be waived for students who are full time or part-time CCP or who are full time online school through us. These students will be required to take an online version of the course during the first semester. Failure to pass the online course during first semester will result in repeating the course second semester. The Senior Seminar grade will be recorded on the high school transcript and will count as .5 credits. Senior Seminar will be one semester long.
2. Each senior must have a mentor approved by the Senior Seminar Committee. The mentor cannot be a relative and must have expertise in the project area. The mentor may not be the parent of a classmate. The mentor must also be at least 25 years of age.
3. A Letter of Intent proposal explaining the individual student's project in full must be completed. The proposal must be neatly typed; no hand-written proposal will be accepted.
4. The Senior Seminar Committee will consider all project proposals. This committee will maintain the authority to require revisions or to reject any proposal which it feels is unsatisfactory. Most revisions are related to unclear goals and insufficient description of activities.
5. A student may not be paid for his/her project work unless extenuating circumstances require such payment.
6. No relative may be in a direct line of responsibility for the student or for the area or department in which he/she works.
7. A student may do a project relating to a previous place of employment only if the activities are completely different from those he/she has done before.
8. During the project, each student will email and meet with his/her mentor and advisor regularly.
9. The Senior Seminar Committee and the Senior Seminar Evaluation Committee will make a final evaluation of the student's product and will aid in determining the final score. An unacceptable evaluation requires repeating Senior Seminar the second semester before a diploma will be rewarded.

Topic Selection Guidelines

A senior seminar project is your chance to choose a topic that will be interesting and worthwhile and will extend your knowledge. However, making the decision may not be easy. Choose carefully, consult with your senior seminar adviser, and remember to keep your project manageable. Carefully choose a community-based service you can provide or a product that you can build or produce.

Answer these questions as you decide your topic:

- Is there a clear connection between the research topic and the product/process you want to produce?
- Does the product/process represent significant amounts of time, effort, and appropriate complexity? Does it go beyond what you already know how to do?
- Is the project something you will do outside of your regular class or co-curricular requirements?
- Will the product involve tangible evidence of your work – either something physical that can be seen and touched, a community-based service that can be documented as beneficial, or something that can be written, produced, taped, or presented?
- Is the project related to your chosen career cluster?

The following guidelines may assist in choosing the subject to be explored.

1. The research topic should be one in which the student is interested, but not one about which the student is already an expert.

If a student has been a diabetic for ten years, worked closely with the Juvenile Diabetes Association, and has been a volunteer in the children's diabetic ward in a local hospital, he or she probably knows a great deal about the subject juvenile diabetes. Unless that student pursues a new angle to diabetes, that topic might not yield much new learning.

2. The research topic may be one that requires cumulative knowledge across grade levels and content area.

It should be a natural outgrowth of interest and combined skills of all, or most, content areas. For example, a student who researches the changes in the ozone layer is using cumulative knowledge from at least English, math, science, and history.

3. Some preliminary research may be helpful to the student.

By reading about a certain topic, the student may expand his or her areas of interest. Possibilities for new areas of exploration may surface.

4. The research topic should be one that is challenging to the student academically and creatively.

The student should take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. The topic should require an academic and creative stretch/risk.

5. Students should avoid choosing topics that might involve expenses they are not prepared to handle.

For example, if the research involves travel, the student may want to make another choice. If the product that grows out of the research will require materials, the student may want to make another choice. Remember, the student is not required or advised to spend money in order to complete the project. Expenditures will not enhance the evaluation of the project.

6. Primary research is a valuable component of any inquiry.

It may be wise, therefore, to explore the possibilities for personal interviews, informal surveys, empirical observations, etc. before making a final selection of topic.

7. Students should avoid choosing topics that might endanger themselves or others.

For example, experiments that are potentially explosive or activities such as handling poisonous snakes are not appropriate.

8. Students should use good judgment to be certain that the topics they choose are appropriate for presentation to a review panel and the general public.

Remember that the student must have the project proposal approved by the Senior Project Committee and Senior Seminar Advisor prior to beginning the project.

9. The research topic should be one that is broad enough to allow the student access to enough information, yet narrow enough to make the research scope reasonable. The topic also needs to be controversial, not informational.

For example, a student choosing the career cluster of Health Science would find it impossible to include everything about health science (home remedies, history of emergency services, the treatment of burns, how to stop bleeding, evolution of first aid courses, etc.). On the other hand, a student choosing to research *The Application of Band-Aids to Skin Abrasions* probably will not find enough information and will not have an argumentative claim. A better claim would be *Which method is the most effective in the treatment of arthritis?*

Career Clusters and Examples of Career Majors

<p>Agricultural & Natural Resources</p> <ul style="list-style-type: none"> Food scientist Environmental engineer Agriculture teacher Animal scientist Biochemist Veterinarian assistant <p>Architecture & Construction</p> <ul style="list-style-type: none"> Contractor Architect Electrician Heavy equipment operator Carpenter Plumber <p>Arts, A/V Technology & Communications</p> <ul style="list-style-type: none"> Actor Video producer Journalist Audio engineer Telecommunications technologist Printing/graphics technologist <p>Business & Administration</p> <ul style="list-style-type: none"> Human resources administrator Administrative specialist Financial analyst International trade manager Entrepreneur Accountant <p>Education & Training</p> <ul style="list-style-type: none"> Teacher Principal School counselor College professor Corporate trainer Coach <p>Finance</p> <ul style="list-style-type: none"> Stockbroker Banker Insurance agent Financial planner Loan officer Tax examiner 	<p>Fine Arts</p> <ul style="list-style-type: none"> Dance Music Art Broadcasting Publishing Drama <p>Government & Public Administration</p> <ul style="list-style-type: none"> Legislator City manager Policy/budget analyst Recreation/parks director State/federal agency director Urban/regional planner <p>Health Science</p> <ul style="list-style-type: none"> Pediatrician Physical therapist Radiologic technologist Occupational therapist Medical assistant Hospital administrator <p>Hospitality & Tourism</p> <ul style="list-style-type: none"> Lodging manager Chef Travel and tourism manager Food service manager Restaurant manager Leisure and entertainment manager <p>Human Services</p> <ul style="list-style-type: none"> Social worker Psychologist Child-care worker Substance abuse specialist Employment specialist Psychotherapist <p>Information Technology</p> <ul style="list-style-type: none"> Software engineer Network administrator Web designer/developer Database manager Technical writer Multimedia producer 	<p>Law & Public Safety</p> <ul style="list-style-type: none"> Attorney Firefighter Police officer Judge Paramedic Paralegal <p>Manufacturing</p> <ul style="list-style-type: none"> Machinist Manufacturing engineer Automated process technician Production engineer/technician Welding technician Quality technician <p>Retail/Wholesale Sales & Service</p> <ul style="list-style-type: none"> Sales associate Interior designer Marketing director Buyer Real estate broker Customer service representative <p>Scientific Research/Engineering</p> <ul style="list-style-type: none"> Chemical engineer Mathematician Biotechnologist Electrical engineer Biologist Oceanographer <p>Transportation, Distribution & Logistics</p> <ul style="list-style-type: none"> Pilot Automotive technician Logistics manager Flight attendant Warehouse manager Truck driver
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Examples of Senior Project Topics by Career Cluster

The following list is a sampling of topics that could be used for Senior Seminar. It is not an all-inclusive list, but is intended to serve as a starting place when beginning the process of topic selection.

Agriculture & Natural Resources	
Research Broad Topic	Product
Crops	Planting a new crop, measuring yield results
Floral design	Make floral arrangements and market them
Horse training	Train a horse
Horticulture	Build a greenhouse
Landscape design	Create and prepare a landscape design for a house
Organic farming	Analyze organic versus regular farming techniques by planting test plots
Veterinary medicine	ACL repair on a dead llama
Architecture & Construction	
Research Broad Topic	Product
Home building	Help build a habitat for humanity house
Architecture	Draw blueprints, make a model
Arts, A/V Technology & Communications	
Research Broad Topic	Product
Art	Organize an art show showcasing your photography work
Commercial art	Design a series of advertisements
Drawing	Design a graphic novel
Painting	Paint impressionistic art, Paint a mural
Plays	Write a play, coordinate its presentation
Poetry	Create and present a poetry portfolio
Sports broadcasting	Announce at a sports event, coordinate broadcasting with the radio station
Business & Administration	
Research Broad Topic	Product
Business ownership	Start a small business which markets or produces a project
Marketing and promotion	Prepare/implement a business marketing plan
Education & Training	
Research Broad Topic	Product

Coaching	Serve as a coach for a sports or fine arts group
Elementary education	Create a unit with a minimum of four lessons and supplemental materials. At least one videotaped lesson must be taught
Hearing impaired	Learn sign language, teach it to a group of elementary students
Karate skill demonstration	Learn karate, do a demonstration of techniques, and a report on history and origins
Fine Arts	
Research Broad Topic	Product
Dance	Organize a dance team, prepare a program to present at a senior citizens center or during a half time sporting event
Music	Coordinate/present a piano recital, proceeds for charity
Music arranging	Write a composition for an orchestra
Radio broadcasting	Take part in a radio broadcast
William Shakespeare	Shakespearean monologues performance
Health Science	
Research Broad Topic	Product
Health Education	Research and write a children's book. Read the book to an elementary school class.
Drugs in elementary schools	Present program in schools
Teens and drugs	Write and perform a one act play
Tobacco (substance abuse)	Conduct a school awareness program that could include guest speakers, brochures, posters, etc...
Human Services	
Research Broad Topic	Product
Handicapped housing	Design a barrier free house
Homeless	Coordinate a food and/or clothing drive
Teen peer pressure	Write, direct, and perform a play
Information Technology	
Research Broad Topic	Product
Programming	Create a record keeping program
Web page	Design and maintain a web page for your school or a community organization
Law & Public Safety	
Research Broad Topic	Product
Community safety	Survey/analyze the community for safety issues. Prepare a written analysis to present to the city commission. Select one issue such as a vacant buildings, as the focus for your project

Retail/Wholesale Sales & Service	
Research Broad Topic	Product
Design	Research fashion design in history, create a dress/suit for a particular period
Fashion	Sew a prom dress
Scientific Research/ Engineering	
Research Broad Topic	Product
Hydropower	Create a model
Water pollution	Examine and test water nearby, compile statistics, compare to reports from some time ago
Transportation, Distribution & Logistics	
Research Broad Topic	Product
Car restoration	Restore an antique car

Academic Integrity Vocabulary

1. **Academic Integrity** – A quality or value of being honest and responsible in the academic world
2. **Citation** – A reference to the author of a given work which can include name, title, page number, date and publishing information
3. **Common Knowledge** – General facts that do not have to be documented (information found in three or more sources).
4. **In-Text Citation** – A way to reference a source by giving immediate source information and authority without interrupting the flow of the text.
5. **MLA** – (Modern Language Association) – An organization that provides guidelines for documenting and citing sources during a research project. **APA** (American Psychological association is another organization that provides citation guidelines.)
6. **Paraphrase** – To re-work the ideas, words and phrases and sentence structures of others and retell them in your own words.
7. **Plagiarize** – To present the words and ideas of someone else as your own, without giving credit.
8. **Research Project** – The steps students take in research: asking good focused questions; searching strategically; locating, evaluating, analyzing, synthesizing and documenting information; and communicating new knowledge.
9. **Summarizing** – To combine the main ideas of one or several authors using your own words into a significantly shorter form. Sources used in summaries need to be documented.
10. **Quote** – To speak or write the exact words of others. Quotes are written within quotation marks and need to be documented.
11. **Works Cited List** – A compilation of all sources used in preparing a research project. All quotes and paraphrases are included in this list.

Forming An Essential Question

The results of your research should be more than just the regurgitation of the facts or a summary of other peoples' ideas, explanations, analyses and evaluations. The best way to ensure that your Senior Seminar Research Paper is thoughtful and original is to pose an **Essential Question**:

1. Consider a broad topic (e.g. World War I, Psychology, Animal Science)
2. Narrow the topic by focusing on a specific aspect of the broad topic, (e.g. the United States' Entry into WW I, Psychology of Children of Divorce, Violence Toward Animals)
3. Ask a research question about the specific aspect of the broad topic such as:
 - How was unrestricted German submarine warfare a major cause of UnitedStates' entry into World War I?
 - What effect does divorce have on children and the society in which they live?
 - What is the connection between violence toward animals and Violence toward humans?

Remember that a research topic addresses an issue, a problem or a controversy and is generally answered with a conclusion, otherwise known as a **thesis**, that is based on your interpretation of relevant information and materials found in your research.

Evaluate your essential question:

Is your research question clear? With so much research available on any given topic, research questions must be as clear as possible in order to be effective in helping the writer direct his or her research.

Is your research question focused? Research questions must be specific enough to be well covered in the space available.

Is your research question complex? Research questions should not be answerable with a simple “yes” or “no” or by easily-found facts. They should, instead, require both research and analysis on the part of the writer.

EXAMPLES:

BAD: Who was Lucille Ball?

GOOD: How did the influence of Lucille Ball set the stage for 21st century female comedians?

BAD: What are steroids?

GOOD: How has the recent disclosure of steroid use by professional athletes affected fans' interest and support of professional sports?

BAD: What caused World War II?

GOOD: What lessons can we learn from World War II that we should not repeat in the 21st Century?

BAD: Why are dogs good pets?

GOOD: How are specially trained dogs being utilized in the physical, emotional and mental health fields?

BAD: What happened in World War I?

GOOD: In what ways did the events of WWI set the scene for WWII?

BAD: What were Leonardo DaVinci's accomplishments?

GOOD: How did Da Vinci's character shape his artwork?

BAD: What is Fetal Alcohol Syndrome?

GOOD: How have the victims of Fetal Alcohol Syndrome changed the face of public education?

BAD: Why are Body Shops important to America's car owners?

GOOD: How has technology and use of environmentally safer products affected the auto body industry?

BAD: Why are dietary supplements so popular?

GOOD: What are the long- term medical, emotional and psychological effects of dietary supplements compared to the effects of a nutritious daily diet?

BAD: Is organic farming better than regular fanning?

GOOD: How can we utilize chemical technology without endangering our health and our environment?

Writing a Letter of Intent

Using correct business style, write a Letter of Intent to the Senior Project Committee. This letter will become part of your Senior Seminar Portfolio. It should be typed and planned well. It should include:

- Paragraph 1:* Describe the general area of interest of your senior project. Explain why you chose the topic and what (if anything) you already know or have done in the area to help build your knowledge base.
- Paragraph 2:* State the essential question of your research. Include the specific research on which your paper will focus and some of the ideas you hope to include. Also discuss some of the resources you plan to use, any specific questions you want to answer, and what you need to know to do the research.
- Paragraph 3:* Describe how your paper relates to your product. Describe your product – what it is, who is involved (mentor, teachers, parents, etc.), potential cost, time involved and possible resources. Explain how this is a potential learning challenge.
- Paragraph 4:* Give a schedule of meetings planned with the mentor for the semester. Explain plagiarism and tell why it is important to avoid copying other people's work. Also tell the repercussions of such an act without using second person pronouns (you).

(SAMPLE COPY OF BUSINESS LETTER)

Jennifer Thoroughgood
1275 Pleasant Home Road
Wooster, OH 44691

September 19, 2021

Senior Seminar Committee
7473 North Elyria Road
West Salem, OH 44287

Dear Senior Seminar Committee:

I have chosen to conduct my seminar project in the career cluster of agriculture. I chose this field because I enjoy being outdoors and working with horticulture and agronomics. I haven't had much access to this field. My father grew up on a farm and introduced me to some of his farming practices with a small vegetable garden and some 4-H projects where we dissected feed and nutritional benefits of various plants on farm animals.

Is the use of legumes in beef feed economically beneficial to the production of Angus beef steers. I plan on using sources from the OARDC agronomics office to help me better understand the growing techniques of legumes in Ohio and the costs associated with their optimal nutritional growing seasons. The Ohio Cattleman's Association has numerous articles on Angus beef production and the growth of young calves into butchering aged steers. I also plan on using the Certified Angus Beef requirements for meat cuts and the associated prime cut prices.

My product will be a business plan associated with raising a herd of cattle in central Ohio. I will include the purchasing ages and quantity of the herd from specific local breeders, looking at four different buying options. I will include a design of pasture grazing and barn spacing that will optimize the consistent growth of all cattle. There will be a short, mid, and long-term financial plan and cost breakdown for electric, feed, veterinarian, water, and other associated costs. I will look to make a 20% profit on the animals. I will then look at possible buyers, including three different options .

I will be meeting with my mentor for two hours each of the following days: 9-28-21, 10-5-21, 10-23-21, 11-6-21, 11-8-21, 11-13-21, 11-17-21, and 11-23-21. Plagiarism is the practice of using someone else's ideas, words, pictures, etc. without their permission. It is important to avoid this because of repercussions of such an act: expulsion, failing grades, ostracism, public humiliation, lawsuits, criminal identification.

Sincerely,
Jennifer Thouroughgood

Source Requirements for Senior Seminar

A minimum of 5 sources are required for the research paper.

All sources MUST be professional/academic. Using EBSCOHost from INFOhio is highly recommended. When using INFOhio at home, the username is “northwestern” and the password is “husky”.

Evaluating Sources

Ask yourself the following questions about any source before using it.

- Is the source an expert?
- Is the information complete?
- Is the information accurate?
- Is the source biased?

When evaluating a website, ask yourself these additional questions.

- Is information given about the author or sponsoring organization? If no author/organization information is given, do not use the site!
- What is the purpose of the site?
- When was the site created or last updated?
- From where does the information come?
- Why should I use this information? Would another source be better?

Other things to consider when using a website:

If the information is very different from anything else you have read, verify that information in another source. If it doesn't sound quite right, it probably isn't.

If you find grammatical and/or spelling errors on a webpage, you should really question the accuracy of the information as well.

An organization can be considered an author. However, if you can't find any information about who created the source then it cannot be used for a research paper.

Annotations should address the following:

What makes the author an expert on this topic? What are the author's credentials? What education, training or work experience does the author have in this area? How will this source help to support your thesis?

Annotated Works Cited

Booker, Keith M. *A Practical Introduction to Literary Theory and Criticism*. White

Plains, New York: Longman Publishers, 1999.

The author of this book is a university professor who teaches Literary Theory at New York University. The source includes an annotated bibliography of resources used and places to find more information. The topic is well covered with information covering all types of literary theory. This source will help me to prove my thesis by providing information on how literary theory helps the reader to better understand the literature he/she is reading.

Corburn, Andrew. "Iraq's Oppressed Majority." *Smithsonian* Dec. 2003. EBSCO Host.

Warren Local School Library. 8 Sept. 2006.

The author lived among and stayed in communication with the Shiites for many years; as well as doing extensive research on his topic. The article was very interesting because he told about real people and their experiences. This article supports the point in my paper about how the Shiites have been oppressed in Iraq.

Quittner, Joshua. "The Thrill of Drudge Work." *Time* 16 June 1993: 67.

The author shows psychological research that supports his claim, though his conclusions seem a bit illogical. The author is sponsored by *Time* magazine, a reputable source of information. Although the conclusions of the author are illogical, I can use the research itself to prove my point about the importance of children doing chores.

Annotating Sources

After selecting sources, you will need to annotate the sources. Done correctly, these annotations will create your paper and spur the thoughts necessary to write 7-12 pages.

As you're reading, use a pen/pencil to interact with the text.

Look for situations in which the sources make claims about your topic.

Question the texts' validity or truthfulness.

Pose questions in the margins that can later be used as discussion points within your essay.

Contextualize (put in in time/place/situation/circumstance) the information.

Locate, mark, and define jargon used.

Potentially link the sources' information to other sources' information.

Don't merely underline/highlight information.

Have at least **ten** annotations for each of your sources.

Creating Note Cards

Your research note cards should include all the information necessary to write your research essay.

Your note cards should include information that you will discuss, in depth, about the topics of interest within your thesis. This is the information that many readers may misunderstand or not understand that is pertinent to the full understanding of the topic.

Devote an entire note card to each idea or note. **DON'T** try to fit two sources (quotations and notes) on one card. No sharing space!

Record as you go. From each source, write down any notes or quotations that could be useful in your paper. As you take notes, try to paraphrase all information. This reduces the chances of committing accidental "word-for-word" plagiarism.

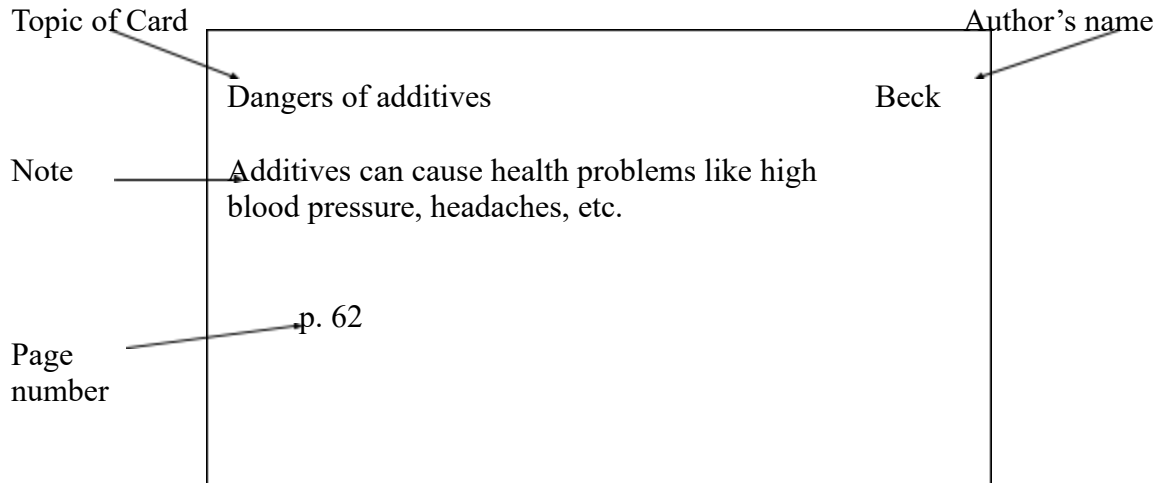
Be exact. If at any time you write down information word for word, be sure to include all punctuation marks, capitalization, and breaks exactly as they appear in the source. Before you leave any source, double-check your notes for accuracy.

If you think it *might* be useful, write it down. Don't pass over information because you're just not sure whether it will be useful! This is a very common and costly mistake in research. More often than not, you find that the passed-over tidbit is critical to your paper, and then you won't find it again.

Include all key information. For each note you will need to record:

- Topic heading
- Source number (with the same number as the corresponding Bibliography source it refers to) or author's name
- The note itself (paraphrased and/or quoted)
- Page number (if applicable)

Sample Note Card



You will need a total of 21 notes.

I. Introduction

A. Attention grabber- Story of president of college

1. commencement speech at Temple 2006
2. Student reaction/ call for termination

B. THESIS STATEMENT: Although most people think of Academic Integrity as a high school problem, the problem and its consequences extend well beyond the high school years.

II. Academic Integrity in education

A. Academic Integrity in college

1. Examples

a. exams

- i. online (Deringer 8).
- ii. late test alternatives

b. research papers

2. Consequences

- a. expulsion (Deringer 17).
- b. failure

B. Academic Integrity in the military

1. Examples

a. West Point (Quinter 33-4).

b. Air Force Academy (Cummings 17).

2. Consequences

- a. dishonorable discharge
- b. military court martial (Hartsrider ¶ 4-5).

III. Academic Integrity in the Work Force

A. Cheating on the Job

1. Ohio State Patrol

a. cheating on exams (Cummings 31).

b. having knowledge but not reporting cheating (Cummings 20).

2. Falsifying reports

B. Inventory theft

1. Paper Clips to Machinery

a. taking "samples" home (Steiner 7).

b. changing output figures

2. Cheating on report (

IV. Academic Integrity in the Media

A. Photographers

1. Computer enhanced photos (Hartsrider ¶ 7).

a. "doctoring" photos

b. creating false photos (Steiner 312-3).

2. Misrepresentation of facts/details

B. Journalism

1. Lying about information

2. Not checking sources

V. Conclusion

Writing a Rough Draft

An introductory paragraph should include:

- an attention grabber that indirectly relates to the general topic at hand (anecdote, statistics, quotes)
- a transition that directly relates the introductory statement to the thesis;
- a thesis statement and explanation that
- contains a one-sentence statement of the topic being examined;
- is clear, concise and arguable;
- states a position on the topic;
- narrows the topic so it may be supported adequately in the research.
- should not be in question format

The body of the paper contains:

- well-researched, accurate, detailed, and current information to support the thesis statement;
- the counterargument and its points
- the weakest “pro” argument or least important reason/example in support of the thesis;
- the second-strongest supportive point;
- the strongest “pro” argument or most important reason/example in support of the thesis;
- proper citation of sources.

** It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph.

** It is also important to explain how and why the evidence supports the thesis.

The conclusion may:

- restate the thesis;
- paraphrase or summarize ideas supporting the thesis;
- take the topic one step beyond and predict the future of the problem.

The works-cited page:

- is an alphabetical list;
- contains all sources used in the paper.

Miscellaneous:

- Follow MLA style.
- Avoid plagiarism (presenting someone else’s words or ideas as your own).
 - Borrowing someone’s words or ideas is acceptable as long as you give appropriate credit.
 - Common knowledge does not require documentation.
- Print copy for mentor.

When Should I Document Sources in My Text?

For questions regarding citations see <https://owl.english.purdue.edu/owl/>

In-text (or in-project) documentation is the accepted format for acknowledging borrowed information within your original text. Footnotes are no longer frequently used, except in cases when you need to clarify or add information that might otherwise break the flow of your text or presentation.

Use in-text documentation to cite a source whenever you:

- use an original idea from one of your sources, whether you quote or paraphrase it
- summarize original ideas from one of your sources
- use factual information that is not common knowledge (Common knowledge is information that recurs in many sources. If you are not certain it is common knowledge, cite to be safe.)
- quote directly from a source
- use a date, fact, or statistic that might be disputed

Usually only the author's last name and the page number OR, in the absence of an author, the title and the page number are given. Do not use the word “page” or any abbreviations. Page numbers may be omitted if the article is a one-page article or one in an encyclopedia arranged alphabetically. Page numbers may also be omitted when citing Web resources, which do not normally include paging.

The purpose of this format is to give immediate source information without interrupting the flow of the paper. Usually parenthetical citations are placed at the end of a sentence, but they may be placed in the middle (see example 6). The academic world takes in-text documentation seriously. Inaccurate documentation is as serious as having no documentation at all.

RULES FOR USING IN-TEXT DOCUMENTATION

1. Use the author's last name and give the page number in parentheses. Do not use “page” or abbreviations for page, just write the number. In most cases you will be citing one or two pages, leading your reader to a specific piece of information. Allow one space before the parentheses but none after it if a period follows.

EX: Arthur Miller’s *The Crucible* “forces a revolution in our perception and definition of reality” (Martin 73).
2. If you are using more than one book by the same author, give the last name, comma, the title, and the page.

EX: Animal imagery conveys the primitive, uncontrolled rage that the peasants feel. One person “acquired a tigerish smear about the mouth” (Dickens, *Tale of Two Cities* 33-34).
3. There is a relationship between your writing and how you compose your in-text documentation. If

you identify the author and title in the text, you do not need to repeat that information. Simply present the page number in your citation.

EX: In *Understanding Why the Caged Bird Sings*, Megna-Wallace notes that Angelou's autobiography succeeds on two levels: "first, as a personal memoir . . . and second, as a representative narrative that exemplifies the struggle of many African American women against racial and sexual oppression" (10).

4. If there is no author, give the title and the page number.

EX: A number of critics feel that Hemingway's journalistic style continued to influence writers through the end of the 20th century ("Hemingway Chronicle" 5).

5. If you are quoting a direct quotation from a secondary source, you must identify it as such.

EX: According to Arthur Miller, "It was not only McCarthyism that moved me, it was as though the whole country had been born anew, without a memory even of certain elemental decencies" (qtd. in Budick 74).

6. If a quotation or information appears in the middle of your own idea, then insert the documentation immediately after the quotation.

EX: Arthur's Miller's notion of a country "without memory of certain elemental decencies" (qtd. in Budick 74) resonates throughout *The Crucible*.

7. If the quoted material exceeds two lines in your text, use a comma or colon after the last word of text, indent and type the quotation without quotation marks. The parenthetical citation follows the punctuation at the end of the last sentence of the quote.

8. Web documents generally do not have fixed page numbers or any kind of section numbering. If your source lacks numbering, omit numbers from your in-text documentation and use only the main entry—author, or title, if there is no author—in parenthesis.

Note: For a Web document, the page numbers of a printout should NOT be cited, because the pagination may vary in different printouts.

EX: A recent CNN.com review noted that the book's purpose was "to teach cultures that are both different from and similar to world status quo" (Allen).

Summarizing, Paraphrasing, and Quoting

You *can* borrow from the works of other writers as you research. Good writers use three strategies—summarizing, paraphrasing, and quoting—to blend source materials in with their own, while making sure their own voice is heard.

Summarizing involves putting the main idea(s) of one or several writers into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summarized ideas are not necessarily presented in the same order as in the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Summarize when:

- You want to establish background or offer an overview of a topic
- You want to describe common knowledge (from several sources) about a topic
- You want to determine the main ideas of a single source

Paraphrasing means rephrasing the words of an author, putting his/her thoughts in your own words. A paraphrase can be viewed as a “translation” of the original source. When you paraphrase, you rework the source’s ideas, words, phrases, and sentence structures with your own. Paraphrased text is often, but not always, slightly shorter than the original work. Like quotations, paraphrased material must be followed with in-text documentation and cited on the Works Cited page.

Paraphrase when:

- You plan to use information on your note cards and wish to avoid plagiarizing
- You want to avoid overusing quotations
- You want to use your own voice to present information

Quotations are the exact words of an author, copied directly from the source word for word. Quotations must be cited!

Use quotations when:

- You want to add the power of an author’s words to support your argument
- You want to disagree with an author’s argument
- You want to highlight particularly eloquent or powerful phrases or passages
- You are comparing and contrasting specific points of view
- You want to note the important research that precedes your own

SOURCE: Developed with Carol H. Rohrbach, K–12 Language Arts Coordinator, School District of Springfield Township, Erdenheim, PA.

Weaving Quotes into Your Writing

Effective writers use a variety of techniques to integrate quotations into their text.

When you use a quote in your writing, consider:

- What am I trying to say?
- Can a passage from the text say it for me?
- Have I explained the value of the quote?

Avoid “over quoting.” It is important that your own voice is heard!

Discuss the effectiveness of the following writing samples:

Serious room for improvement:

William Golding’s book *Lord of the Flies* is about kids stranded on an island. Some of the kids are good and some are bad. “Roger, with a sense of delirious abandonment, leaned all his weight on the lever” (Golding 180). So I ask you, what causes irresponsible behavior? Ralph is good, but Jack is bad.

Room for improvement:

There are bad kids on the island. One of them is Roger. He drops a boulder on Piggy and kills him. “Roger, with a sense of delirious abandonment, leaned all his weight on the lever” (Golding 180). This caused Piggy’s death.

A possible revision:

The truest form of wickedness on the island is evident in Roger. He demonstrates his true depravity when, “with a sense of delirious abandonment, [he] leaned all his weight on the lever” (Golding 180).

Well aware of Piggy’s place beneath him, Roger willingly takes Piggy’s life.

Another possible revision:

Roger’s murder of Piggy clearly illustrates the depths children can sink to without appropriate supervision. As he stood high above Piggy on the mountain, “Roger, with a sense of delirious abandonment, leaned all his weight on the lever” (Golding 180). His willingness to welcome the moment with “delirious abandonment” clearly demonstrates the level of pleasure that Roger received by committing this horrific act.

SOURCE: By Ken Rodoff, English teacher, Springfield Township High School, Erdenheim, PA. Adapted by Joyce Valenza.

Research Paper Rubric

Name: _____

Criteria	Exemplary	Good	Acceptable	Unacceptable
Purpose 5	The writer's central purpose or argument is readily apparent to the reader. Thesis is well worded, clear, concise and arguable.	The writing has a clear purpose or argument, but may sometimes digress from it. Thesis is clear, concise and arguable but wording lacks sophistication.	The central purpose or argument is not consistently clear throughout the paper. The thesis is unclear, wordy or not arguable.	The purpose or argument is generally unclear. No thesis found.
Content 6	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization 2	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Tone/Word Choice 1	The tone is consistently professional and appropriate for an academic research paper. The writer goes beyond the generic word to find one more precise and effective.	The tone is generally professional. For the most part, it is appropriate for an academic research paper. Word choice is precise and accurate.	The tone is not consistently professional or appropriate for an academic research paper. Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	The tone is unprofessional. It is not appropriate for an academic research paper. Many words are used inappropriately, confusing the reader.
Sentence Structure 1	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to	Sentences are well-phrased and there is some variety in length and structure. The flow	Some sentences are awkwardly constructed so that the reader is occasionally	Errors in sentence structure are frequent enough to be a major distraction to the reader.

	another.	from sentence to sentence is generally smooth.	distracted.	
Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization, etc.) 1	The writing is free or almost free of errors.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors, and the reader is distracted by them.	There are so many errors that meaning is obscured. The reader is confused and stops reading.
Length 1	Paper is the number of pages specified in the assignment.			Paper has more or fewer pages than specified in the assignment.
Use and Quality of References 2	Compelling evidence from professionally legitimate sources is given to support claims. Credit is clearly given to sources and there is no concern of plagiarism. The reader is confident that the information and ideas can be trusted.	Professionally legitimate sources that support claims are generally present and credit is, for the most part, clear and fairly represented. There is no concern of plagiarism. The reader may be uncertain of the reliability of some of the sources.	Although credit is occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas. There may be a concern of plagiarism. The reader doubts the accuracy of much of the material presented.	References are seldom cited to support statements. There is a concern of plagiarism. There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading.
Use of Most Recent Edition of the MLA Style Manual 1	MLA format is used accurately and consistently in the paper and on the "Works Cited" page.	MLA format is used with minor errors.	There are frequent errors in MLA format.	Format of the document is not recognizable as MLA.

Score: _____

Comments:

Writing a Product Proposal

Using a business letter format, write a product proposal that will become part of your Senior Seminar Portfolio. It must be typed and give a detailed explanation of what your product will entail. It should be formatted as follows:

Last name 1

Product Proposal

- Paragraph 1:* Describe the general area of interest of your product. Explain three different products you have considered and the pros and cons of each product discussed.
- Paragraph 2:* State the product that you have chosen to pursue the second semester. Break the product into at least five steps in chronological order. Describe the various items that you will need to procure and where you plan on getting these items. List the dates you will be meeting with your mentor.
- Paragraph 3:* Describe how this product relates to the paper. Explain the challenges you will face in creating this product. Describe three pieces of information that you are looking forward to learning/experiencing.
- Paragraph 4:* Leave the reader with questions you have regarding your product. At least four questions should be posed that will help get you moving towards the creation of your product.

Mentor Communication

You are required to frequently email your mentor and CC your seminar teacher. This will ensure consistent and open communication between the student, mentor and teacher. These emails should be professionally written by the student.

The email should include:

1. A detailed description of what you have done in the past few days regarding your paper/product
2. A detailed description of what you are planning to do next
3. Two or more specific questions regarding the step on which you are currently working
4. Anything you need your mentor to help with

Be sure to use professional email etiquette such as the following:

1. a clear subject line so the recipient has an idea of what the email entails
2. a detailed signature block that includes your positions/titles
3. formal salutations
4. use Times New Roman or some similar font
5. proofread
6. Use complete sentences with appropriate punctuation

Remember, one of the objectives of this entire process is to teach you how to effectively communicate in a work-like setting. These emails will be paramount in determining your ability to reach this objective.

Mentor Hours

Working and communicating with the mentor is the key for learning and success in this class; therefore, along with the emails, the mentor hours generated throughout the semester will be pertinent. Each student is required to have at least 15 mentor hours completed before the seminar presentation December 6th-10th, 3 of which will occur the first nine weeks. These mentor/student meetings have helped students make numerous connections in the fields in which they are interested, even helping some gain employment and scholarships upon graduation, so this program has much potential if earnest effort is given. Mentor hours must be confirmed by all mentors with a signed timesheet (old-fashioned time cards if you will). The hours do not all have to be completed in person; Facetime, phone calls, Zoom meetings, on the job site, at school, etc. can all be applicable towards the 15 mentor hours for the program. Parents and guardians have full control of when, how, and where the meetings/time occur.

Product Itinerary

The product itinerary is a schedule of events/timelines/meetings that will take place over the course of November and December that will serve multiple purposes: time management, coordination, communication, responsibility, prioritization, etc.

The itinerary will be a typed document that will break down the development of the product and use of the mentor's time and experience into at least 15 steps. Each step should be listed and explained in detail (2-3 sentences). Included in the description of the step should be any supplies that will need to be created or ascertained. Also with each step, the mentor's time should be mentioned and planned. This way the 12 hours needed the second semester of the class will be planned ahead of time, which will allow for a more educational and smooth experience. This itinerary should be discussed with your mentor in the 11/1/21 email or before. This will ensure that the student is learning how to plan and coordinate in the workplace. Schedules for all parties will be tight, so students are encouraged to work on this as soon as possible, even in the first semester of the class; however, the actual document will not be due until 11/3/21. **This should be discussed briefly when first meeting/talking with your mentor.**

This itinerary will then be used by me for the two product checks throughout November, so it needs to be carefully considered and accurately created. The product checks will require the student to take out the product itinerary and show evidence through emails, documents, papers, pictures, videos, or a tangible version of the product that the steps have been accomplished that were set in the product itinerary. Again, communication with the mentor will be paramount in the success of this assignment.

Speech Preparation

Step 1: What are you going to talk about? Answer the following questions.

1. How did you become interested in the topic?
2. How do your paper and project connect?
3. What was your essential question, and what possible answers were given in your sources?
4. Why did you decide to persuade the audience the way that you did, and how did that connect to your mentor's understanding of the content in the profession?
5. What specific information surprised you that you learned in your research?
6. What questions do you still have concerning your paper?
7. How were the paper and project a risk or stretch for you?
8. What were your potential product ideas, and why did you choose the product that you did?
9. Explain the product in detail. Please be as specific as possible, explaining difficult and learning experiences encountered.
10. How was your mentor able to guide you through the development of the product?
11. What emotions did you experience as you worked through the paper and product/process? (anger excitement, pride, frustration)
12. What problems did you encounter? (money, time management, skill) Explain.
13. What personal growth did you gain from the paper and product? What self-knowledge did you gain? What knowledge of your topic did you gain?
14. How did the project relate to your career cluster?
15. How did the project affect your plans for the future? Explain.
16. What project advice would you pass on to the next year's seniors?

Step 2: How am I going to say this? Use the answers to the questions above as references.

1. Organization – jot down your ideas on separate 3 x 5 index cards and arrange them into order that is logical.
2. Slip blank cards into spaces where a visual aid is needed or would be appreciated.
3. Add blank cards for the introduction and conclusion.
4. Plan your introduction. The introduction should:
 - a. Grab the audience's attention.
 - b. Make the topic's thesis clear (be sure to mention both paper and product).
 - c. Take no more than 60 seconds.
5. Plan your conclusion. A good conclusion should:
 - a. Restate topic/thesis.
 - b. Leave the audience thinking.
 - c. Take no more than 30 seconds.
6. Plan the display of your project/visual aid. Will it be an on-going, integral part of your speech, such as a slide show? Part of your introduction? Happen after your conclusion? Will you wear it? Sit on it? Serve up samples? (avoid distributing items during your speech – this causes too much distraction.)
7. Make sure Seminar Adviser know what equipment you need.
8. Look at each idea card and fill in details, colorful anecdotes, and factual information.
9. Place all cards back in order and begin practicing your speech.

Step 3: Speech techniques to remember.

1. Eye contact – This is extremely important. Practice often enough so that you rarely need to look at your cards. Remember this is a friendly audience. Your judges are pulling for you. You need the reinforcement that their encouraging expressions will give you. Look at them.

True communication happens with the eyes. A speech without eye contact is only half a speech.

2. Posture – Stand tall. Avoid:
 - a. Gripping the podium.
 - b. Locking your knees – you don't want to faint.
 - c. Twitching, wiggling, and shaking.
3. Voice – your voice needs to:
 - a. Be loud enough to be heard.
 - b. Vary appropriately in pitch and tone.
4. Gesture – Use your hands to help you make your point. Gestures should be natural and spontaneous, not choreographed and mechanical.
5. Props (audio-visuals) – Plan and practice using any prop and audio-visual you will need during the presentation.

Step 4: Prepare for questions.

There is no way to know for sure what the panel members will ask you, but you can make some educated guesses and that process will provide you with the confidence and clear-headedness to take on any questions. Answer the following brainstorming questions.

1. If you were a judge listening to your speech, what would you want to know?
2. What would you like people to ask?
3. What unusual qualities does your project have that might spark interest?
4. What part of your paper might make people curious?
5. What controversial topics, if any, do you touch on?
6. What possessed you to choose this topic?
7. Who helped?
8. How did you finance it?
9. How much time did you spend?

Potential questions

1. Are you glad you did this?
2. How did you become interested in the topic?
3. How do your paper and project connect?
4. How were the paper and project a risk or stretch for you?
5. What emotions did you experience as you worked through the paper and product? (anger, excitement, pride, frustration)
6. What problems did you encounter? (money, time management, skill) Explain.
7. What personal growth did you gain from the paper and product? What self-knowledge did you gain? What knowledge of your topic did you gain?
8. How did the project relate to your career cluster?
9. How did the project affect your plans for the future? Explain.
10. What project advice would you pass on to the next year's seniors?

Your speech should be between 10-15 minutes total (with added time based on panel questions). You will have worked 18 weeks on this project, which is less than one minute per week of work.

Preparing Note Cards for Your Speeches

1. Use 3x5 or 5x7 note cards
2. Write on one side only
3. Use key or cue words on the cards – **never should you write out whole sentences** on your cards
4. Number each card in sequential order in a corner
5. Put little reminders on the back of cards (i.e. smile, eye contact, etc.)
6. The cards should be lying on the podium, not be in your hands
7. When a card is completed, flip it over, don't shuffle it in the back of the pile

Using Visual Aides

1. Practice with the visual aides before your speech day
2. Prepare a spot in the room before your speech if you need to display charts
3. Make sure pictures or objects are large enough for everyone in the room to see clearly
4. When showing pictures to your audience, allow sufficient time for everyone to see them
5. Make sure all lettering is legible and colorful, and pertinent to your central idea

Personal Appearance Senior Seminar Presentations

**IF YOU LOOK GOOD, YOU FEEL GOOD. IF YOU FEEL GOOD,
YOU DO GOOD (WELL).**

The Gents:

- Nice pressed shirt...No T-shirts
- Nice casual dress pants...no jeans
- Nice shoes...make sure you wear socks
- A clean shave

The Ladies:

- Do **not** be too made up
- Nice blouse or sweater
- Dress pants
- A skirt or dress is always great...no mini skirts...at the knee
- Nice dress shoes
- Hair nicely combed...out of the eyes
- Minimal jewelry...small earrings and a necklace are great...avoid dangling earrings and bracelets.

**DON'T FORGET, HOWEVER, TO BE COMFORTABLE. THE LESS YOU HAVE TO
WORRY ABOUT YOUR APPEARANCE, THE MORE YOU CAN CONCENTRATE
ON YOUR SPEECH.**

Senior Project Evaluation – Rubric

Student _____ Title of Project _____

	Severely lacking	Does not meet expectations	Average	Above average	Super
Communication					
Verbal					
Volume	1	2	3	4	5
Professional tone	1	2	3	4	5
Speech pattern/pace	1	2	3	4	5
Non-Verbal					
Appearance / Dress	1	2	3	4	5
Eye Contact	1	2	3	4	5
Poise / Delivery	1	2	3	4	5
Total: _____ x 1 = _____					

	Severely lacking	Does not meet expectations	Average	Above average	Super
Content					
The subject was properly introduced	1	2	3	4	5
The key points were made	1	2	3	4	5
The information was accurate	1	2	3	4	5
The presentation flowed logically	1	2	3	4	5
The visual aides were appropriate and attractive	1	2	3	4	5
Panel questions were answered thoughtfully	1	2	3	4	5
Total: _____ x 2 = _____					

Product					
A high level of technical expertise was evident	1	2	3	4	5
The product represented an appropriate level of challenge/difficulty	1	2	3	4	5
The product clearly addressed a relevant concept in the field of study	1	2	3	4	5
The student used appropriate materials to construct the product	1	2	3	4	5
The student showed evidence of problem- solving ability, creativity and originality	1	2	3	4	5
The student was conscientious in making an effort	1	2	3	4	5
Total: _____ x 3 = _____					

Writing a Reflection Letter

Using correct business style, write a reflection letter to the Senior Seminar Committee. This letter will become part of your senior project portfolio. It should be typed/word processed and planned well. It should include:

- Paragraph 1: How did you decide on your topic? How did your topic evolve throughout the year? Was it a challenging topic? Would you choose the topic again?
- Paragraph 2: What did you learn through the process of writing the paper? Consider the note cards, outlining, finding resources, citations, the revision process. How do you think you did on the paper?
- Paragraph 3: How did the product evolve through the process? How did your mentor help shape your product? What did you learn through the process of completing the project?
- Paragraph 4: How do you think you did? How did you feel about the feedback/evaluation from the judges? How well did you use the time/space allotted for the presentation?
- Paragraph 5: What advice would you give to next year's seniors? How have you personally grown throughout this process? What is your overall impression of your achievements? How has this affected your future plans?

Student Activity Checklist

Deadlines and Consequences

Assignments are expected to be turned in the day they are due. Students may turn in assignments up to **one day late and will receive 75% of the points earned**. After one day, **the assignment will receive a zero**. Any lateness on the paper, product, or speech will result in a **10% reduction for each day late of the earned score**.

Student Activity Checklist

Activity	Date Due	Points	Comments
Essential Question	8/27	5	
Letter of Intent	8/30	20	
Role of Mentor form	9/8	15	
Annotated sources 1-2	9/15	10	
Mentor email	9/17	10	
Annotated sources 3-5	9/20	15	
Annotated works cited page	9/23	20	
21 Note cards	9/28	21	
Outline	10/1	20	
Rough draft (3-5 pages, not including the Works Cited)	10/6	20	
Mentor email	10/8	10	
Rough draft two (7+ pages not including the Works Cited) with mentor signature	10/13	30	
3 mentor hours	10/18	24	
Final draft	10/19	200	
<i>End of Senior Seminar I</i>			420 total
Product proposal with mentor signature	10/29	20	
Mentor email	10/26	10	
Product check itinerary	11/3	15	
6 Mentor hours due	11/11	48	
Mentor email	11/1 & 11/8	10 each	
Mentor availability forms	11/12	5	
Product check	11/10	20	
Mentor email	11/15 & 11/22	10 each	
Speech outline due	11/19	15	
Product check	11/23	20	
6 Mentor hours due	11/24	48	
Minimum 20 speech note cards	11/24	10	
Speech visual aid due	11/30	10	
Practice presentation	11/30-12/3	20	
Speech	12/6-12/10	30	
Product and mentor evaluations	12/6-12/10	150	
Portfolio	12/6-12/10	39	
Three thank you cards	12/15	15	
Ohio Means Job Readiness Sheet	12/15	20	
Reflection letter	12/17	15	
<i>End of Senior Seminar II</i>			550 total

Forms

Mentor Physical Availability Form

Mentor Name: _____ Student Name: _____

Phone number: _____ (circle one) Work Home Cell

OK to text? Yes No Email: _____

The Senior Seminar presentation is the culmination of all the work that the student has done. Because of all the help that the mentor has provided it is important for the mentor to be a part of the final evaluation. Presentations will be December 6-10 from 8:00 AM to 3:00 PM. Please put a check mark on **ALL days/times that you ARE available.**

	Mon. 12/6	Tue. 12/7	Wed. 12/8	Thu. 12/9	Fri. 12/10
8:00					
8:30					
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3:00					

Mentor Remote Availability Form

Mentor Name: _____ Student Name: _____

Phone number: _____ (circle one) Work Home Cell

OK to text? Yes No Email: _____

Zoom capabilities? Yes No

Because of the possibility of school's being shut down, we will be conducting Zoom presentations with our panel, so the same dates and times will be used for students. Presentations will be December 6-10 from 8:00 AM to 3:00 PM. Please put a check mark on **ALL days/times that you ARE available for a Zoom presentation.**

	Mon. 12/6	Tue. 12/7	Wed. 12/8	Thu. 12/9	Fri. 12/10
8:00					
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12:00					
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2:30					
3:00					

Mentor Sign-Off for Rough Draft

Mentors,

Please peruse your student's rough draft and give him/her specific feedback on the content of the paper. We will help the students with writing, grammar, MLA formatting, etc. Thanks!

Things to consider include: Is there enough information to support the thesis? Is the information current and accurate? Did the student leave out or misunderstand any relevant information?

Comments:

I have read _____'s rough draft and have offered comments and suggestions for improvement of the content.

Signature: _____

Date: _____

Mentor Approval for Essential Question

Student's Name _____

General Area of Research _____

Essential Question for Research Paper _____

I have read my mentee's essential question and agree that this is a relevant, controversial topic in my field. In my opinion, professional resources will be available to help my mentee research this topic. I will be able to help my mentee find resources on this topic if he/she is struggling.

Mentor's Signature _____

Comments:

Role of the Senior Seminar Mentor

This page is to be given to your mentor at the time you discuss his or her role and duties as related to your project. Be sure that your mentor reads pertinent information in the Senior Seminar packet that describes the role of the mentor and that he or she understands the commitment before signing this form.

The mentor is essential to the success of the Senior Seminar student at Northwestern High School. As responsible men and women of the community and experts on students' topics, the mentors play an active role in the learning experience.

As Senior Seminar mentor, you will be asked to accept the following responsibilities, emailing frequently with the student on his or her paper and project:

1. The mentor must have an email address in order to read and respond to student and teacher communications frequently throughout the semester.
2. Meet virtually or physically with the student for a minimum of 15 hours for the semester.
3. Read the student's rough draft and provide feedback on the content of the paper.
4. Help the student develop and organize a product that is relevant to the field.
5. Assist student as he/she follows through on his/her product proposal.
6. Be present at student's presentation. Because of COVID-19 possibly shutting down schools at any given time, the mentor will need to be available for a potential Zoom presentation. All that is really needed for this is internet connection.
7. Sign forms associated with different stages of the paper and project.
8. Complete an evaluation form at the close of the project.

Additional information you may find useful:

1. A student may not be paid for his/her project work.
2. No relative may be a mentor or in direct line of supervision for the student. Nor may the mentor be a parent of a classmate.
3. Each student will also be assigned a Senior Seminar advisor who acts as a consultant for the student when writing the research paper and during the product development. Because the advisor may or may not have expertise in the project area, your assistance is especially important to the student. The advisor will further act as a liaison between the project mentor and the school. Your contacts with the school can be made through the Senior Seminar advisor.
4. The student is bound by a set of guidelines that he/she should share with you. Failure of the student

to comply with these guidelines will jeopardize graduation.

5. The student will write a final evaluation of his/her project. These are not to be done during his/her meeting with you.
6. We have asked each student to discuss with the project mentor the rationale and guidelines, as well as the aims and objectives of Senior Seminar as it operates at Northwestern High School. If the student has not done so, please ask him/her to clarify these items for you.

We trust that the student's work will be beneficial not only to him/her, but also to you as the project mentor and that you will both gain satisfaction. Thank you for your interest in Northwestern High School. If you have any questions, do not hesitate to call the school at (419) 846-3833.

Mentor Background Information

Name of the student you will be mentoring: _____
How do you know the student?

What is your area of expertise?

How many years of experience do you have in the field?

Presentations will be December 6th - December 10th from 8:00 - 3:00. Does your schedule allow the flexibility for you to commit at least ½ hour during that time to evaluate your mentee's presentation?

Are you able to Zoom if schools are forced to be online during these times?

Project Mentor Signature Date

Mentor Contact Information

Name: _____

Cell phone: _____ Email: _____