

SENIOR

Project and Senior Finale
Build Today For Tomorrow's Future

Senior Project Student Survival Guide

Class of 2015

John A. Johnson Senior High School

http://governors.spps.org/Senior_Project.html

Student Name: _____

CIF #: _____

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Dear Seniors,

The Senior Project is a graduation requirement at John A. Johnson High School. You began the process in Freshman FOCUS class by learning research techniques. As juniors, you chose the subject of your Senior Project in the Frameworks class, and developed the Project Proposal. As seniors you will complete the Senior Project in the Senior Finale class.

The Senior Project is designed to allow you to demonstrate the skills you have developed in twelve years of education as well as allow you to pursue a special area of interest. There are three parts to the Senior Project that must be completed before graduation: the paper, the product and the oral presentation. You will have the assistance of your academy advisor, a project mentor, and the Frameworks and Finale teachers in completing the project satisfactorily.

By now, you have chosen your topic and written the Project Proposal Outline. Once that has been approved by the Senior Project Board, you can proceed to select a mentor; research, write and type the paper using MLA style; develop the product, working a minimum of 15 hours outside of school; and finally present your project to a panel composed of teachers and community members.

It is our expectation that the Senior Project will provide each student a unique opportunity to follow a dream, solve a problem, begin a career or develop a talent. Please contact Paul Schmitz at 651-744-3617 with any questions you may have about this important culmination to your high school career.

Sincerely,

Johnson High School Administrative Team

Senior Project Student Survival Guide
John A. Johnson Senior High School
Welcome to Finale Class!

Ms. Natalie Rancone

Rm. 2107

natalie.rancone@spps.org

651.744.3622

I am excited to experience another year of wonderful Senior Projects! This class is designed to guide you through the process of completing your Senior Project. As you may know, the Senior Project is a graduation requirement here at Johnson High School. It should be something that you should take pride in- this is your chance to leave your legacy with a memorable project! Before we get started, I just wanted to make sure that we all (you, me, your parent/guardian) are clear on what this is all about.

- In order to participate in the Johnson High School graduation ceremony, each student must complete a Senior Project that is approved by a JHS staff Advisor, as well as the Senior Project Committee. This committee is made up of a few teachers and staff members that work on the entire Senior Project process throughout the year.
- If a student does not complete an approved project, they will not participate in the graduation ceremony and will receive a Saint Paul Public Schools Diploma.
- There are four components of the Senior Project, and ALL FOUR need to be finished and approved to have a completed Senior Project.
 - 3rd Person, 4-page Research Paper
 - 15-hour minimum Product
 - Portfolio displaying all the student's work
 - Professional Presentation

There are many deadlines throughout the quarter that will help you stay on track throughout this process. It is in your best interest to keep up with these deadlines; they will help you avoid being stressed at the end of the process. I am here (and so are all the staff members in the building) to help you with whatever I can with your Senior Project. The BEST way that we can work together is to stay on track in Finale class.

IF YOU FAIL FINALE CLASS, YOU CAN STILL COMPLETE A SENIOR PROJECT AND RECEIVE A JOHNSON DIPLOMA.

PARENTS/GUARDIANS:

I will do my best to communicate with you about your student's progress on their Senior Project throughout the quarter. If you have any questions or concerns about your child's progress in Finale class or on their Senior Project, please feel free to contact me through email at natalie.rancone@spps.org or 651.744.3622.

I, _____, understand that if my student does not complete a Senior Project that they will not participate in the Johnson High School graduation ceremony and will receive a Saint Paul Public Schools Diploma. The best way to reach me concerning my child's Senior Project progress is:

Thank you for all of your support! I am confident that it will be a great year full of outstanding Senior Projects.

Ms. Rancone

It's All Up To You
Making the Most of Your Senior
Project

What Does That Mean?
Senior Project Vocabulary

People to Know
Getting Help

When Is That Due?
Timeline for Independent Study
Students

How Will I Find the Time?
Senior Project Calendar

Welcome To Your Senior Project

It's All Up To You Making the Most of Your Senior Project

Welcome to your Senior Project. You might be asking yourself, “What’s the big deal about this senior project thing?” In many ways, the senior project isn’t a big deal. You’ve written papers before. You’ve done projects before. You’ve presented in front of people before. You’ve probably even done combinations of those tasks before. So no, the senior project isn’t a big deal. Except for one thing. It’s all up to you.

What makes the senior project important is the fact that you get to design it. Throughout your high school career teachers have told you what to do. Write a paper about this. Create that product. Tell us about this topic. As you work on your senior project you’ll still have teachers tell you that you have to do certain things. But they won’t tell you what your senior project is – that’s all up to you.

Designing your own senior project involves making a lot of choices. You have to choose a topic, design a product, and find a mentor. Your choices will affect how your senior project turns out. Good choices could lead to a senior project everyone is talking about. Bad choices may lead to a senior project everyone is whispering about. It’s all up to you.

Hopefully you listened to your Frameworks teacher last year and chose a topic which you’re truly excited about. If you weren’t listening and chose a topic which just leaves you saying, “I suppose this will work,” your senior project will be difficult, boring, and stressful. If you chose a topic that makes you think, “Finally, a chance to do this,” your senior project will be challenging, exciting, and probably even fun. It’s all up to you.

The following pages are designed to help you as you work your way through the senior project. This book is meant to be used. You might not use every single page, but you probably will use quite a few. Hopefully, by the time you finish your senior project some pages have been torn out, and others are full of notes. It’s all up to you.

Well, it’s time to let you go and get started on your senior project. We’re looking forward to seeing what you come up with. Just remember – it’s all up to you.

What Does That Mean? Senior Project Vocabulary

The Senior Project has its own vocabulary. Some of the following terms you may already be familiar with – some may be new. The following list is meant as a good start to understanding Senior Project-Speak.

Advisor	the person who says when you're ready to present your senior project (<i>For a smooth senior project, make this person your best friend.</i>)
Advisory	where you need to be on Advisory days. You want to build a relationship with your advisor - you can't afford to skip Advisory this year.
Annotated Bibliography	a list of the sources you used and how you used them (<i>How you used them makes it an <u>annotated</u> bibliography.</i>)
CIF#	a 6-digit number used to distinguish you from other students with the same name (<i>You better know your CIF# by now – you're a senior!</i>)
Evidence of Product	see "Proof of Product"
Citation	a shorthand way of stating where you got your information
Evidence of Research	note cards, notes in a notebook – however you're keeping track of the information you're learning and where it's coming from (<i>We know, cutting and pasting is so much easier. It's also plagiarism.</i>)
LCD Projector	technology you'll need if you use a PowerPoint – if you need one make sure <u>everyone</u> knows it!
Mentor	an <u>adult</u> (at least 21 years old) with expertise in your area of research who helps guide you with your Senior Project (<i>Even if they're adults, don't ask your parents, brothers, sisters, boyfriend, girlfriend and/or best friend - do you really want them that involved in a project all about you?</i>)
MLA Style	a specific way to document or cite your sources
Presentation Portfolio	the paperwork and documentation used by your advisor and the panel to assess your Senior Project
Product Plan	A step-by-step guide of requirements for your product that you, your Finale teacher and your mentor agree to
Proof of Product	items (pictures, reflective log, affidavits) that prove you did what you set out to do (<i>Save everything – you might be surprised how helpful that receipt for \$1.93 from Kinko's could be.</i>)

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Reflective Log	a written record of what you did and how you felt while working on your Senior Project (<i>Projects have been rejected due to poor reflective logs.</i>)
Research	the work you will do finding different sources to prove the accuracy of your thesis
Senior Finale	a 1-quarter class designed to support you while you work on your Senior Project (<i>Students agree – this is the way to get your Senior Project done.</i>)
Senior Paper	a paper (4 – 8 pages) on the topic you chose to study for your Senior Product
Senior Presentation	an 8-12 minute oral presentation that allows you to tell the story of your Senior Project to an audience of interested adults and peers (<i>8-12 minutes really isn't that long when you're talking about <u>your</u> experiences, right?</i>)
Senior Product	a hands-on learning experience that you design and spend a minimum of 15 hours outside of the classroom physically learning about a topic that interests you
Senior Project	a student designed experience consisting of the Senior Paper, Senior Product, and Senior Presentation (<i>It's the 3-P's all in one.</i>)
Senior Project Proposal	an outline completed in your Junior Frameworks class which describes your Senior Project (If you don't have one, you're behind already.)
Thesis	the statement that is the centerpiece of your Senior Paper – everything else in your paper supports your thesis
Time Log	a sheet where you keep track of all the hours spent working on your Senior Product
Working Portfolio	where you keep <u>all</u> your senior project stuff

People to Know Getting Help

There are many responsibilities you will take on with your Senior Project. You also need to complete many tasks within the Senior Paper, Senior Product, and Senior Presentation. These tasks include, but are not limited to:

- revising your Senior Project Proposal (if necessary)
- collecting required forms
- organizing your portfolio into required sections
- selecting a mentor
- meeting with your mentor
- creating your Senior Product
- researching your Senior Paper
- recording time spent working on Senior Product
- writing reflective log entries
- writing your Senior Paper
- preparing for an 8-12 minute Senior Presentation
- creating your visual/auditory aid for your Senior Presentation
- practicing your Senior Presentation

The above list may seem daunting. However, there are many people at Johnson High School and in the community who are more than willing to help you. Don't be afraid to ask for assistance.

- **Your Senior Finale teacher** is there to assist **all** students working on a Senior Project, not just those taking Senior Finale that quarter.
- Your **advisor** might have ideas about finding a mentor or researching your topic. Your advisor will also be meeting with you regularly to check on your progress.
- Your **mentor** is a valuable asset. If you get stuck working on your Senior Product, ask your mentor for guidance.
- The **school media specialist (librarian)** is a person to ask if you're having trouble finding information for your Senior Project.
- Other **teachers and staff** you know at Johnson High School may be willing to give you ideas for finding mentors, researching your topic, or preparing for your presentation.
- Let **your family members** know what you're working on. They may be able to look at your project with a new set of eyes.

As you can see, there are many people available to provide support with your Senior Project. However, meeting deadlines and completing tasks is ultimately **your** responsibility. Check the next pages for some important Senior Project dates.

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 John A. Johnson Senior High School
How Will I Find the Time?
 Senior Project Calendar

Completing your Senior Project will take time – time which is probably already in short supply. The next few pages are meant to help you schedule time for your project. Some important Senior Project dates are already marked, but you should be adding many more target dates and deadlines. A well planned Senior Project will make for a less stressful senior year.

September 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16 NO SCHOOL (state teacher meetings)	17 NO SCHOOL (state teacher meetings)	18
19	20	21	22	23	24	25
26	27	28	29	30	31 QUARTER 1 ENDS	

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November 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27 THANKSGIVING No School	28 No School	29
30						

December 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 NO SCHOOL Winter Break	23 NO SCHOOL Winter Break	24 NO SCHOOL Winter Break	25 NO SCHOOL Winter Break	26 NO SCHOOL Winter Break	27
28	29 NO SCHOOL Winter Break	30 NO SCHOOL Winter Break	31 NO SCHOOL Winter Break	1 NO SCHOOL Winter Break	2 NO SCHOOL Winter Break	

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January 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19 NO SCHOOL Martin Luther King Jr. Day	20	21	22 QUARTER 2 ENDS	23	24
25	26	27	28	29	30	31

February 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 NO SCHOOL President's Day	17	18	19	20	21
22	23	24	25	26	27	28

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March 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27 QUARTER 3 ENDS	28
29	30 NO SCHOOL Spring Break	31 NO SCHOOL Spring Break				

April 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17 NO SCHOOL	18
19	20	21	22	23	24	25
26	27	28	29	30		

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May 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21 SENIOR PROJECT PRESENTATIONS	22	23
24	25 NO SCHOOL Memorial Day	26	27	28	29	30

SENIOR PROJECTS ARE DONE!!!

I Need a Topic
The Senior Project Proposal Outline
Sample Senior Project Proposal Outline
The Senior Project Proposal Letter
Sample Proposal Letter

Your Senior Project Proposal

I Need a Topic

Choosing a topic for your Senior Project is a crucial first step. A good senior project topic:

- Is something you're excited about. Why spend your senior year doing something you really don't care about?
- Challenges you. Now is not the time to recycle a project you did earlier. If you're still interested in that earlier topic, use your original project as the springboard to learning more about the topic.
- Is researchable. You have to write a Senior Paper that requires sources – make sure you'll be able to find information.
- Lets you apply your knowledge. The Senior Product is your chance to do something with your new knowledge.

Your Senior Project must also incorporate **two** of the following criteria:

- **Academic:** You can satisfy this criterion by taking a class outside of Johnson High School. Community Education classes are great resources to find classes. Many businesses in the community also offer classes in specialized areas.
- **Service:** You can satisfy this criterion by providing a service to Johnson or the outside community. Volunteering or teaching others are excellent ways to give back.
- **Personal Growth:** You can satisfy this criterion by facing a unique personal challenge, such as training for a marathon or learning about your ancestry.
- **Career:** You can satisfy this criterion by completing an internship or attending career-specific training. (Be careful – it's not enough to just redo your Freshman FOCUS paper and your Foundations job-shadow, although they may provide you with great starting points.)

To find the perfect Senior Project topic trust your interests and passions. What would you do if you had one million dollars? Do you have an idea? Now scale that idea down into something that would work for your Senior Project. Make sure your topic will lend itself to both an interesting research paper and product.

- A student who had epilepsy when she was younger wrote her paper about the different types of epilepsy and volunteered at a local hospital working with epileptic children.
- A student concerned about the environment wrote her paper about global warming and created a mosaic which she donated to Johnson.
- A student saw a problem at work and wanted to do something for her employer. She wrote her paper on the different ways to store documents and created a manual to help her fellow office workers understand the new system. (Her Senior Project actually earned her a promotion at work!)
- A swimmer interested in coaching researched how to create a strong team and then designed a website with individual, team, and conference times and pictures to help motivate the teams.
- A student from a hunting family (but not a hunter herself) learned the art of taxidermy and mounted a deer head.
- An avid video-game player created her own video game complete with beta-testing, personally drawn characters and storyline, and marketed it to various on-line gaming sites.

The Senior Project Proposal Outline

Student Name: _____ CIF: _____

Advisor: _____ Date: _____

1. My **product** for this project will be – explain in detail:

2. My Senior Project must incorporate **two** of the following selection criteria to be accepted for review.

- **Academic:** Your project involves formal instruction from a professional in his/her field outside of Johnson High School.
- **Service:** Your project provides a viable service to the community- either Johnson or at-large.
- **Personal Growth:** Your project represents a unique personal challenge.
- **Career:** Project involves potential future employment.

My project will incorporate: (circle two) academic service personal growth career

3. I will satisfy these two criteria by (be as specific as possible): _____

4. Major steps I'll need to take to complete my product:

(If this is a group project, each partner is responsible for different steps taken to reach the overall goal)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

5. I **estimate** the cost of this product to be: _____

6. In the following paragraph, I will describe why I chose this topic/product.

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Senior Project Proposal Outline (continued)

7. Creating my product will be a challenge to me because:
- a. _____
 - b. _____
 - c. _____
8. The following is a list of ways I can prove I did my product. The first three forms are required. I have checked **3 additional forms of evidence** I will use:
- 1. **Time log:** a record of dates and times I worked on my product **REQUIRED**
 - 2. **Reflective log:** a detailed journal about the work I did on my product **REQUIRED**
 - 3. **Mentor Reports:** forms signed by my mentor about my work **REQUIRED**
 - 4. **Photos:** beginning, middle and end of my work _____
 - 5. **Lesson Documentation:** a form in the sr. project book my class instructor will fill out showing I attended the class I chose _____
 - 6. **Affidavit:** signed statements by someone who saw me work on my project _____
 - 7. **Rough Drafts:** of anything I create _____
 - 8. **Sketches:** of anything I create _____
 - 9. **Receipts:** of the things I purchase for my product _____
 - 10. **Internship/ Volunteer form:** form completed by you and signed by supervisor _____
 - 11. **Other evidence (please specify)** _____
9. Two types of assistance I will require from my mentor to complete my **product** are:
- a. _____
 - b. _____
10. Two places I will look or people I will ask to help me find a mentor are:
- a. _____
 - b. _____
11. Three potential **paper topics** (researchable issues related to my product) that I can pursue are:
- a. _____
 - b. _____
 - c. _____

For Committee Use Only – Students Should Not Mark

Product _____ Accepted _____ Revise

Paper Topics/Thesis _____ Accepted _____ Revise
Suggestions:

If you have questions, please stop by room _____ and speak to

SAMPLE Senior Project Proposal Outline

Student Name: Sample Student

CIF: 123456

Advisor: Cool Teacher

Date: Sept 7, 2010

1. My **product** for this project will be – explain in detail:

I plan on increasing attendance at Johnson cultural events (concerts, plays) by creating an advertising campaign promoting these events.

2. My Senior Project must incorporate **two** of the following selection criteria to be accepted for review.

- **Academic:** Your project involves formal instruction from a professional in his/her field outside of Johnson High School.
- **Service:** Your project provides a viable service to the community- either Johnson or at-large.
- **Personal Growth:** Your project represents a unique personal challenge.
- **Career:** Project involves potential future employment.

My project will incorporate: (circle two) academic **service** **personal growth** career

3. I will satisfy these two criteria by (be as specific as possible): trying to improve attendance at events (service) and creating an ad campaign (personal growth)
-

4. Major steps I'll need to take to complete my product:

(If this is a group project, each partner is responsible for different steps taken to reach the overall goal)

- find out average student attendance at concerts and plays from fall/winter of 2009
 - survey 10% of the students from each grade to find out why they attend/don't attend plays and concerts
 - create an advertising campaign to encourage attendance
 - talk to different groups (Link Crew, student council, JACC) about attending events as a group
 - keep track of student attendance at fall 2009 events and compare data
-

5. I **estimate** the cost of this product to be: \$50 (printing/ad materials)

6. In the following paragraph, I will describe why I chose this topic/product.

In my three years at Johnson High School I have performed in many plays and concerts where there were hardly any people in the audience. It has been very disappointing to put in all that effort and have hardly anyone see what we accomplish. I want to find out why people don't come to our events, and try and change it so students performing this year can look out at fuller houses.

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Senior Project Proposal Outline (continued)

7. Creating my product will be a challenge to me because:
- a. I have never written, given, or tabulated a survey.
 - b. I have never organized a group of people into action.
 - c. Even though I've taken an advertising class, I've never put together a real ad campaign
8. The following is a list of ways I can prove I did my product. The first three forms are required. I have checked **3 additional forms of evidence** I will use:
- 1. **Time log:** a record of dates and times I worked on my product **REQUIRED**
 - 2. **Reflective log:** a detailed journal about the work I did on my product **REQUIRED**
 - 3. **Mentor Reports:** forms signed by my mentor about my work **REQUIRED**
 - 4. **Photos:** beginning, middle and end of my work _____
 - 5. **Lesson Documentation:** a form in the sr. project book my class instructor will fill out showing I attended the class I chose _____
 - 6. **Affidavit:** signed statements by someone who saw me work on my project X
 - 7. **Rough Drafts:** of anything I create X
 - 8. **Sketches:** of anything I create _____
 - 9. **Receipts:** of the things I purchase for my product X
 - 10. **Internship/ Volunteer form:** form completed by you and signed by supervisor _____
 - 11. **Other evidence (please specify)** attendance figures (2009 and 2010)
9. Two types of assistance I will require from my mentor to complete my **product** are:
- a. how to write a good survey and accurately record the results
 - b. to figure out the best way to get my message across
10. Two places I will look or people I will ask to help me find a mentor are:
- a. Mrs. Schiller – she teaches a class that does survey writing
 - b. use the phone book to call a marketing company to see if someone would help me
11. Three potential **paper topics** (researchable issues related to my product) that I can pursue are:
- a. strategies to market to teens
 - b. relationship between extra-curricular involvement and positive self-image
 - c. funding for athletics vs. the arts

For Committee Use Only – Students Should Not Mark

Product _____ Accepted _____ Revise

Paper Topics/Thesis _____ Accepted _____ Revise
Suggestions:

If you have questions, please stop by room _____ and speak to

The Senior Project Proposal Letter

Your Street address
Your City, State Zip
Today's Date (Spelled out)

Senior Project Committee
School Street address
School City, State Zip

This letter is formatted in Block Style. Keep it that way.
Letters not written in this style DO NOT get accepted.

- Everything lines up at the left margin
- Double space between paragraphs/sections
- Paragraphs are not indented
- Four spaces between your closing (Sincerely,) and your typed name. This gives your room to sign your name.
- If your letter extends to a second page, adjust the margins to .75 all round to keep it to one page.

Dear Senior Project Committee Member:

Describe your inspiration for choosing this topic. Use the answer to question 6 on your outline to help you. Look at the sample letter to see how it all fits together.

Start this paragraph by stating what your actual product will be. Use your answers from questions 1 and 4 on your outline to help you. Give some information about the steps you'll take. This will help the committee understand what you're proposing.

Start this paragraph by stating what your paper topic will be. Also address how your paper topic relates to your product.

Start this paragraph by stating how your project meets the two of the four required criteria. Also in this paragraph, state how this project will challenge you, how much time you estimate it will take and how much you estimate it will cost. See the sample letter for help.

In this paragraph, you need to show that you understand what plagiarism is, how you will avoid it, and that you understand the consequences.

Sincerely,

Signature- you must sign your name in pen

Your Name Typed

Follow this Format Exactly!

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John A. Johnson Senior High School

Sample Proposal Letter

1234 Wheelock Parkway E.
St. Paul, MN 55106
September 14, 2013

Senior Project Committee
Johnson Senior High School
1349 Arcade Street
St. Paul, MN 55106

Dear Senior Project Committee Member:

As a member of the Johnson Band I've participated in many concerts over the years. I was even in the pit-orchestra of the musical once. Although I've really enjoyed performing in these events, I'm always disappointed in the size of the audience. It seems like hardly anyone shows up to plays or concerts here at Johnson, even though football and basketball games seem packed. I want to find out why students aren't attending Johnson cultural events, even though they'll pay the same amount to go to an athletic event. I want to use what I find out to try and change students' attitudes about attending plays and concerts, so I can look out to a fuller house my senior year.

I want to improve attendance at Johnson's artistic events in the fall and winter of 2012. I will survey the student body to find out why they attend or don't attend games and concerts, then develop an ad campaign to encourage student event attendance. I'll keep track of each event's attendance and compare with 2009 data to see if my campaign worked.

For my paper, I plan to research the differences in funding for athletic and arts programs in schools. I believe that athletic programs often are given more money out of a school's budget and therefore arts programs have less money to use on marketing. By creating and running an ad-campaign myself I hope to offset some of the funding inequality.

My project involves service- doing something positive for our school, and personal growth- I've never done anything like this before. This will be a challenge for me because I've never written, given or tabulated a survey before. I have also never organized a group of people into action. And even though I've taken a marketing class, I have never put together a real ad campaign. I foresee this project costing no more than \$50.00 for printing and ad materials and will definitely take more than 15 hours.

I understand that plagiarism is crediting someone else's work as my own. I will cite my sources in my paper and any promotional material I make, and keep an accurate bibliography. If I am found guilty of plagiarism, I understand I may not graduate from Johnson High School.

Sincerely,

Sample Student

Who Will Guide Me?
Mentors

Finding a Mentor

Contacting a Potential Mentor

The Initial Phone Call

The Initial Meeting

Letter for Mentor

Mentor/Student Agreement

Mentor/Student Progress Report

Mentor/Student Final Report

Your Mentor

Who Will Guide Me? Mentors

A mentor is someone you should be able to trust to help guide you in your quest to complete the Senior Project. A mentor must be someone who has expert knowledge in the area of your research and is willing to provide you with the advice and feedback necessary for you to successfully complete your project.

Before you choose a mentor make sure:

- Your proposal has been revised if necessary
- Your proposal has been approved by the Senior Project Board
- You have identified the specific requirements on your Product Plan which your mentor should be able to help you with

A mentor should be prepared to:

- Provide expertise in your area of research
- Give advice
- Offer feedback
- Evaluate progress
- Offer support and encouragement

A mentor is NOT responsible for:

- Providing transportation
- Funding your product
- Editing your paper

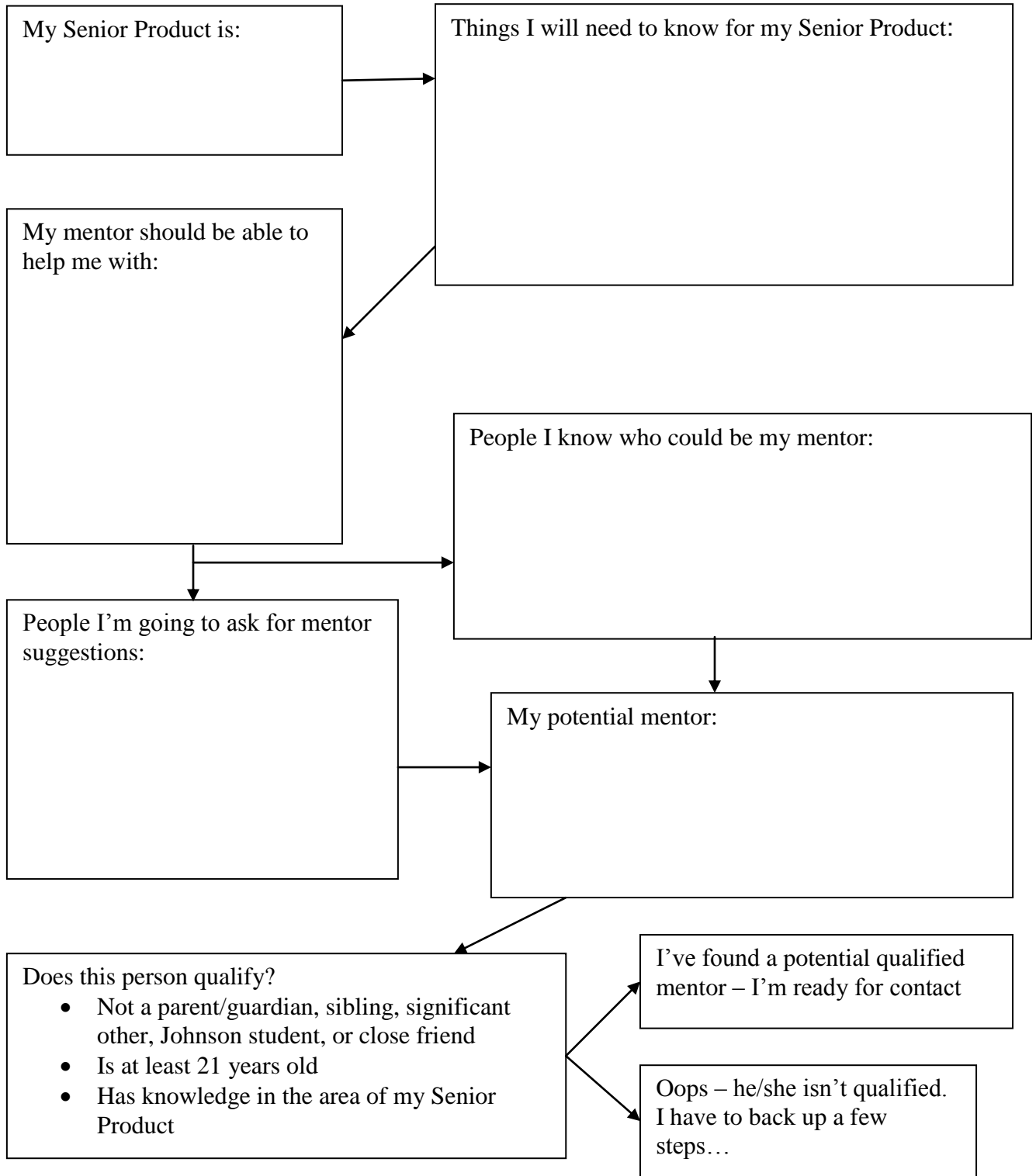
Choosing a mentor:

- Brainstorm for experts in your field of interest
- Talk with other adults to expand your list of possible contacts
- Find contacts who are NOT friends or immediate family members

What you need to know about the mentor you select:

- Name
- What expertise they have in your product field
- E-mail and mailing addresses
- Work phone and/or home phone numbers

Finding a Mentor



Contacting a Potential Mentor

Most business professionals are interested in assisting students. You need to be considerate and act in a professional manner when you approach a business professional.

When contacting a potential mentor clarify your needs and expectations:

Mentors must be available to meet periodically to discuss the progress and the direction of the project. Answering your questions, advising, and evaluating your project's progress are some important steps of mentorship.

Initial contact:

Making contact with a stranger can be uncomfortable. Simply state who you are and why you are calling and ask to speak to the appropriate person.

Sample Script:

"Hello, my name is _____. I am a senior at Johnson High School working on a graduation requirement. May I speak to Mr./Ms. _____?"

Explain your project:

Tell the appropriate contact person who you are and why you are calling. Explain that your project is a graduation requirement and that you need a mentor to help guide you in the development of your project.

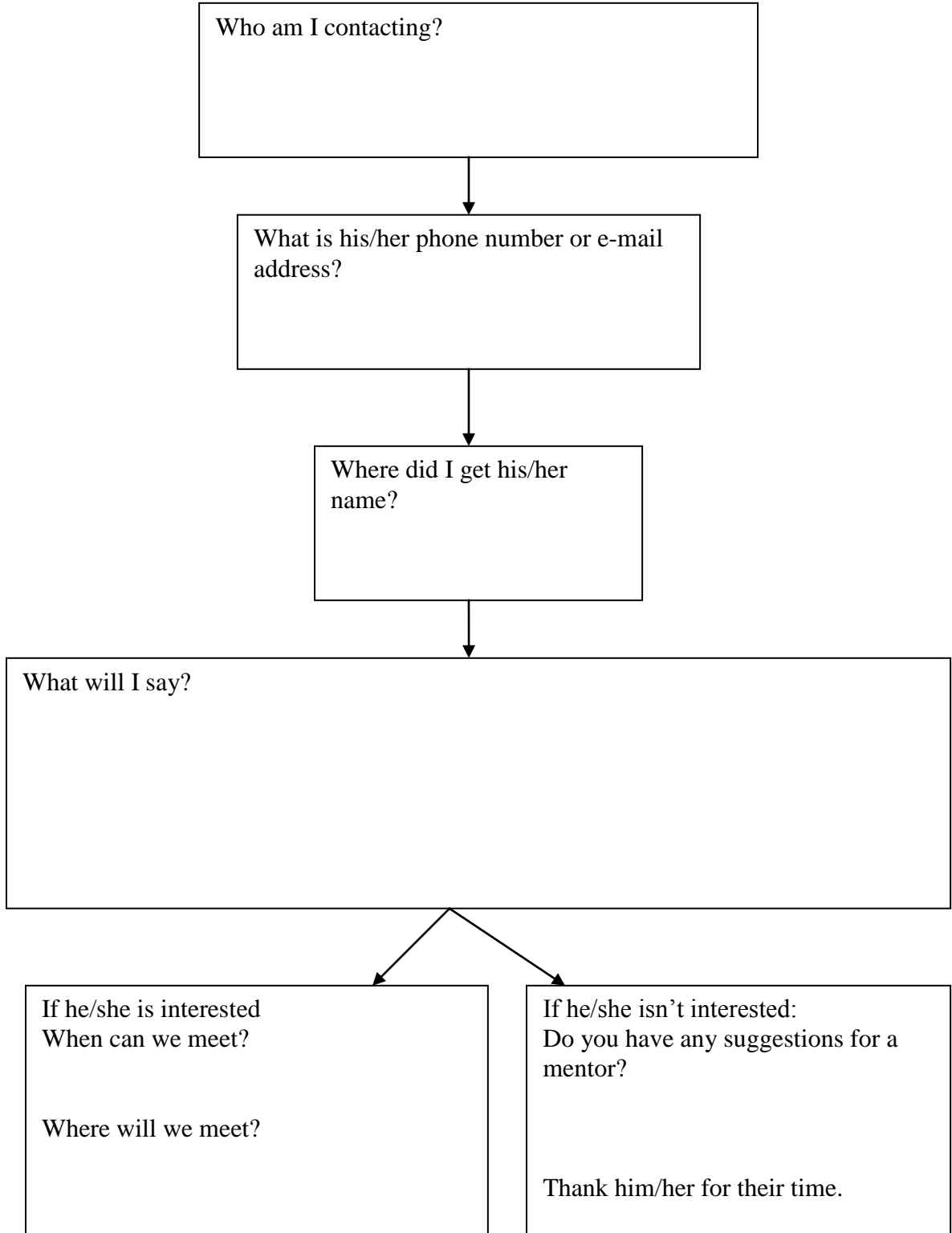
When you find a person interested in mentoring:

Schedule a time to meet to discuss the project further. This meeting will be an opportunity to decide if the mentor is willing and able to meet the needs of your project. Be sure to dress appropriately and use the time effectively.

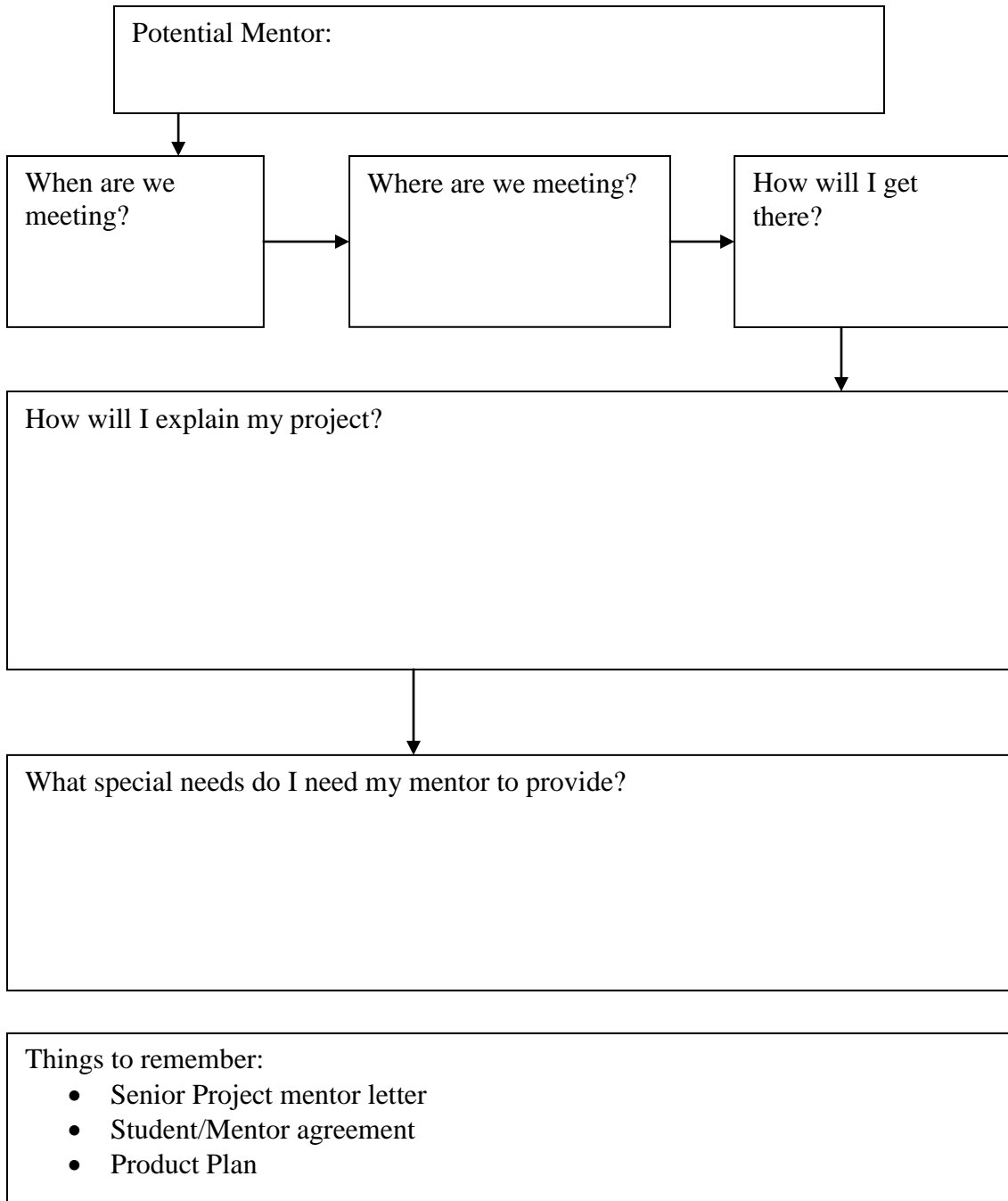
If the person you contact is not interested in mentoring:

Ask if they know of another expert in the field you might contact. Be sure to thank them for their time.

The Initial Phone Call



The Initial Meeting



Senior Project Student Survival Guide
John A. Johnson Senior High School

To Project Mentors:

Thank you for volunteering your time to serve as a mentor for a Johnson High School senior as he/she completes a Senior Project.

Since each student creates their own project and each project is different, the student you are mentoring is responsible for explaining to you in detail the objectives of their specific project. However, there are some general requirements to help guide this mentorship.

- Mentors are expected to have expertise in the field related to the student's project. In order to have gained that expertise, mentors should be at least 21 years old.
- Mentors need to maintain a professional relationship with the student. For that reason, a mentor should not be a parent/guardian, sibling, or close friend of the Johnson student.
- Mentors should be available to:
 - Assist the student by answering questions, offering guidance, and clarifying information throughout the development of the student's project.
 - Meet with the student at least three times so progress on the Senior Product can be verified.
 - Confirm that the student is spending an appropriate amount of time on his/her project by signing a verification sheet for each student/mentor meeting.

Thank you for volunteering to assist a Johnson High School student with their quest to complete a senior project. It is understood that your time is valuable so if at any time you feel that your efforts are not being utilized by the student you are mentoring, please contact Paul Schmitz at 651-744-3617.

Sincerely,

Paul Schmitz
Johnson High School Curriculum Coordinator

Mentor/Student Agreement

Student Name : _____ CIF# _____

Senior Product Mentors:

Thank you for volunteering your time to serve as a mentor for the Johnson High School Senior Project. We appreciate the time and effort that you will spend with this senior as they work toward completion of this graduation requirement.

Since the students select their own projects, it is their responsibility to explain their project to you. The student should also be able to explain what he/she needs from you and how he/she will benefit from this experience.

As a mentor, you should be able and willing to

- share your expertise in the field related to the student's project. In order to have gained that expertise, mentors should be at least 21 years old.
- Assist the student by answering questions, offering guidance, and clarifying information throughout the development of the student's project.
- Maintain a professional relationship with the student. For that reason, a mentor should not be a parent/guardian, sibling, close friend or fellow Johnson student.
- Meet with the student at least 3 times so you can see the progress of his/her Senior Product.
- Confirm that the student is spending an appropriate amount of time on his/her project by signing a verification sheet for each student/mentor meeting. Each student must commit a minimum of fifteen (15) hours outside of school to his/her Senior Product. We ask that you sign a time log that verifies the student's progress on his/her progress.

Please complete the portion below indicating that you agree to give your time to mentor this student.

Mentor Name: _____

Is mentor older than 21? Yes _____ No _____

Mentor Phone/s: _____

Mentor E-mail Address: _____

Brief description of mentor's experience related to the Senior Project topic: _____

Mentor Signature: _____ Date: _____

Student Signature : _____ Date _____

Senior Project Student Survival Guide
John A. Johnson Senior High School
Mentor/Student Progress Report
(to be completed by mentor)

Due to Johnson High School _____

Student Name: _____ CIF# _____

1. Please list the dates you have met with the student regarding his/her Senior Product.

2. Describe your understanding of what the student hopes to do for his/her Senior Product.

3. What work has the student accomplished on his/her Senior Product?

4. What work still needs to be completed on the student's Senior Product?

5. Do you have any concerns about the student finishing on time? _____

Mentor's Name (printed) _____

Mentor's Daytime Phone Number _____

Mentor's e-mail Address _____

Mentor's Signature _____ Date _____

Mentor/Student Final Report

Student Name _____ CIF# _____

Senior Product Description _____

I spent a total of _____ hours working on the Product portion of my Senior Project, which meets or exceeds the minimum of 15 hours that is required. I have recorded all the physical activities I have done in order to complete my Senior Product both in my time log and in my reflective log. I have asked my mentor to initial the entries in my time log. I have not counted any time spent researching/writing my paper or preparing for my presentation towards the minimum of 15 hours needed.

Student Signature _____ Date _____

As a mentor I witnessed the Senior Product in various stages of completion (not just the final phase) and verify that the student spent a minimum of 15 hours working on the Senior Product.

Mentor's Name _____

Mentor's Daytime Phone Number _____

Mentor's e-mail Address _____

Mentor Signature _____ Date _____

Senior Paper Guidelines

Title Page Example

I Need Help

Guide to Research & References

Database Directions

Annotated Works Cited Information

In-text Citation Help

Senior Paper Rubric

Your Senior Paper

Paper Guidelines

- **Turn your outlines into paragraph form**
- **12 pt font**
- **Times New Roman**
- **Double-spaced**
- **Push the tab button to indent each paragraph**
- **Make sure your paper is on to the fifth page**
- **Include your Annotated Works Cited**
- **Include your in-text citations**
- **Make sure all of your topic sentences are the FIRST sentence in your body paragraphs (Each topic sentence starts a new paragraph)**
- **3rd PERSON! No you, I, we, us, our, you're, etc.**
- **Make sure you have a transitional sentence at the end of each body paragraph.**
- **Make sure you have a minimum of two pieces of research to support each topic sentence (4 would be BETTER!)**
- **All information used from a source (paraphrased or direct quote) must have a citation in MLA format- if you didn't think of it, CITE IT.**
- **Make sure you have a mix of direct quotes and paraphrased information from your research sources**
- **Use the rubric to guide you and to check your own work.**
- **You need to cite a minimum of 6 sources (2 from *Academic Search Premier* and one from *ProQuest*).**

Title of your Essay

Clever (or not) Subtitle

Your Name

Senior Project Paper

March 27th, 2014

Different Kinds of Sources

Minimum: 6 sources

(you need at least TWO Academic Journals from *Academic Search Premier* and at least ONE newspaper article from *ProQuest*)

- ❖ Academic Journals
- ❖ Magazines
- ❖ Newspapers
- ❖ Speeches
- ❖ Websites
- ❖ Encyclopedias
- ❖ Almanac
- ❖ Books
- ❖ Pictures/charts/graphs/maps
- ❖ Videos
- ❖ Interviews

Directions for Accessing the Databases

Saint Paul Public Library Database:

1. Type "SPPL" in the Google search window
2. Don't click on the Library homepage, instead click on "RESEARCH"
3. Then choose "DATABASES A-Z"
4. Choose a Database (i.e. Academic Search Premier)
5. Click on "Access from inside of the library"
6. Check the "Full Text" box under "Limit your Results"
7. Type in your keywords to find articles that are related to your thesis
8. Make sure you find the full text article instead of just reading the details or abstract.

*If you are looking for a Newspaper source, *ProQuest* is a database of newspapers (YOU MUST INCLUDE ONE SOURCE FROM HERE)

REMINDER: When printing, don't just hit "File" and "Print." Make sure you use the printer icon on the PDF of article. We have been wasting a lot of paper and printing with the right format will help that!

MLA Citation Guide: INSTRUCTIONS

BOOK

Author's Last Name, First Name. *Title of the Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

MAGAZINE

Author's Last Name, First Name. "Title of the Article." *Title of the Magazine* Day Mon. Year: pages. Medium Viewed.

NEWSPAPER

Author's Last Name, First Name. "Title of the Article." *Title of the Newspaper* Day Mon. Year: section and page number. Medium Viewed.

SCHOLARLY JOURNAL

Author's Last Name, First Name. "Title of the Article." *Title of the Journal* Volume.Issue (Year): pages. Medium Viewed.

WEB PAGE

Author/Editor's Last Name, First Name. "Title of the Web Page." *Title of the Website*. Name of parent organization, day mon.¹ year published. Web. Day Mon.² Year accessed.

FILM

Title of the Film. Dir. Director's First and Last Name. Perf. List important actors/narrators by First and Last Name. Production Company, Year. Medium Viewed.

PERSONAL INTERVIEW

Interviewee's Last Name, First Name. Personal Interview. Day Mon. Year.

TWEET

Senior Project Student Survival Guide

John A. Johnson Senior High School

Author's Last Name, First. (Twitter User Name). "The entire tweet is written out in the quotations." Day Mon.
Year, exact time. Tweet.

¹ Type n.p. if the publishing parent company is unknown.

² Type n.d. if there is no printed publishing date for the web page used.

If no author is listed:

Simply start the entry with the "Title of the Article." or *Title of the Book*.

If there are two authors:

After the 1st author: type ", and First-Name Last-Name." of the second author.

If there are three authors:

After the 1st author: type ", ^{2nd author} First-Name Last-Name, and ^{3rd author} First-Name Last-Name."

If there are four or more authors:

After the 1st author: type ", et al." ← This simply means that there are others who helped write.

If the author is the same for more than one source:

Simply type: --- instead of the author's name again.

If the "Medium Viewed" is Web instead of Print :

After typing "Web." you should enter the Day Mon. Year you viewed the resource.

If the "Medium Viewed" is Web and you have text but no pages or PDF:

After typing "(Year):" you should enter "n. pag." to show there are no page numbers.

MLA Citation Guide: EXAMPLES

BOOK

Levy, Janey. *Illegal Immigration and Amnesty: Open Borders and National Security*. New York: Rosen Publishing, 2010. Print.

MAGAZINE

Bogado, Aura. "Bodies on the Line." *The Nation* 18 Feb. 2013: 14-17. Print.

NEWSPAPER

Gomez, Alan. "Justices to Consider Arizona's Tough Illegal-Immigration Law." *USA Today* 24 Apr. 2012: A3. Print.

SCHOLARLY JOURNAL

Glen, Patrick. "Health Care and the Illegal Immigrant." *Health Matrix: Journal of Law-Medicine*. 23.1 (2013): 197-236. Web. 15 Dec. 2013.

WEB PAGE

Hoefler, Michael. "Estimates of the Unauthorized Immigrant Population Residing in the United States: January 2010." *Homeland Security*. United States Government, Feb. 2011. Web. 15 Dec. 2013.

FILM

Al Otro Lado. Dir. Natalia Almada. Public Broadcasting Service, 2005. DVD.

PERSONAL INTERVIEW

Nelson, Melody. Personal Interview. 15 Dec. 2013.

TWEET

Flake, Jeff. (@JeffFlake). "Here we go again. New Heritage study claims huge cost for Immigration Reform. Ignores economic benefits. No Dynamic Scoring." 6 May 2013, 11:47a.m. Tweet.

If no author is listed:

“This is a Battle for America’s Identity” *Time*. 167.15 (2006): 40-41. Web. 15 Dec. 2013.

If there are two authors:

Bhagwati, Jagdish, and Francisco Rivera-Batiz. “A Kinder, Gentler Immigration Policy.” *Foreign Affairs* 92.6 (2013): 9-15. Print.

If there are three authors:

Ahn, Ilsup, Agnes Chu, and William O’Neill. “And You Welcomed Me?” *Cross Currents* 63.3 (2013): 303-322. Web. 15 Dec. 2013.

If there are four or more authors:

Furman, Rich, et al. “The Criminalization of Immigration: Value Conflicts for the Social Work Profession.” *Journal of Sociology & Social Welfare* 39.1 (2012):169-185. Print.

If the “Medium Viewed” is Web instead of Print :

The example below shows how to list the date that the article was viewed on the web.

If the “Medium Viewed” is Web and you have text but no pages or PDF:

“Over The Top.” *Economist* 26 Oct. 2013: n. pag. Web. 15 Dec 2013.

Annotated Works Cited

- All of your sources are in MLA 7 format (refer back to handout to check)
 - Alphabetical order
 - Annotations
 - Times New Roman
 - 12 pt. font
- Due with your first draft (last page of the document
 - Plagiarized without one....
- Needs to correctly match up with your in-text citations

Possible questions for Annotating:

- What was the article about?
- How did you use it in your paper?
 - Was it from a reliable source?
 - Was there a bias (one-sided)?
- What was the author’s purpose for writing it?
 - Who was the intended audience?

Senior Project Student Survival Guide
John A. Johnson Senior High School
Health Benefits of Dance
Annotated Works Cited

Brindley, Madeleine. "Why This Is Good for Your Health." 5 Jan. 2009. Features sec.: 16. Print.

This article is about how dancing was good for health and how it affected the human body. It compared dancing to other exercises out there, like swimming or cycling. In this article, they interviewed a doctor named Dr. Walker who talked about how there was nothing more beneficial to health than dance.

Craddock, Barbara. "The Benefits of Dancing." *Benefits of Dancing- Quick Tips for Staying Healthy* (2006): n. pag. Web. 17 Oct. 2012.

This article talked about how dancing can make your body stronger and make your joints work better. It talks about the benefits that dance provides to the human body. This article also gave tips of how to stay fit and strong.

Verghese, Joe. "What Effects Does Dancing Have on the Human Body?" *The New England Journal of Medicine* (2003): n.pag. Web.

This article talks about how dance lowers health risks and diseases in the human body. It also talks about how dance lowers the chances of being overweight and lowers you high blood pressure.

In-Text Citation Information

- Anytime that you use information from your research (anytime you didn't come up with a thought yourself), you need an in-text citation that shows which source you pulled the information from.
- You need an in-text citation for:
 - Paraphrased information
 - Summarized information
 - Direct quote
 - Facts
 - ANYTHING THAT YOU DIDN'T COME UP WITH THAT YOU PUT IN YOUR PAPER.

Follow the chart on the next page to find what you need for your in-text citation.

- Must be in parenthesis
- Goes at the end of the sentence, before your punctuation.

If citing a direct quote:

"...and Finale was her favorite class" (Nelson 66).

Sentences without direct quotations:

Ninety-four percent of students prefer Finale class over all other classes (Boyt 356).

Senior Project Student Survival Guide
John A. Johnson Senior High School

Examples:

Aristotle. *Poetics*. Trans. S. H. Butcher. *The Internet Classics Archive*. Web Atomic and Massachusetts Institute of Technology, 13 Sept. 2007. Web. 4 Nov. 2008.

(Aristotle)

"How to Make Vegetarian Chili." *eHow*. Demand Media, n.d. Web. 24 Feb. 2009.

("How to Make Vegetarian")

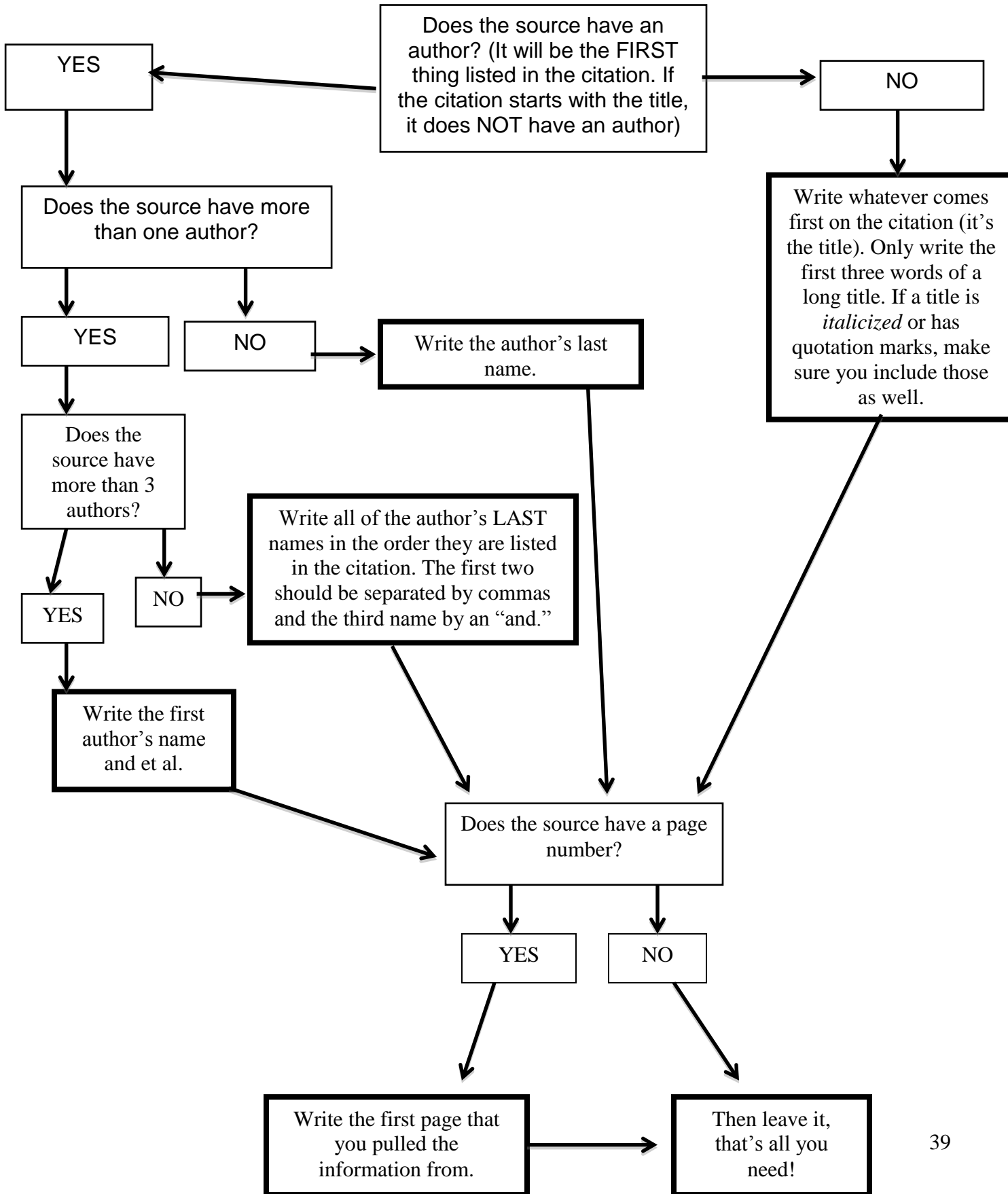
Milken, Michael, Gary Becker, Myron Scholes, and Daniel Kahneman. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly* 23.4 (2006): 63. Print.

(Milken et al. 63)

Cahalan, Patrick, Sara Lunde, and Kaylee Doherty. Interview by Andrew C. Revkin. "Clinton on Climate Change." *New York Times*. New York Times, May 2007. Web. 25 May 2009.

(Cahalan, Lunde, and Doherty)

IN TEXT CITATION FLOW CHART



Senior Project Student Survival Guide
 John A. Johnson Senior High School
Senior Paper Rubric

Name _____ CIF# _____

	High Distinction	Distinction	Meets Expectations	Revise
Introduction: Gaining audience attention Sets the Stage Thesis statement	*Writer gains audience attention through original and highly engaging means. *Sentence organization creatively and effortlessly flows from general to specific using original transitions *Thesis statement is creative, clear, and concise.	*Writer gains audience attention with interesting or creative means. *Effective Sentence organization *Thesis is at the end of introduction and is clear and concise.	*Writer makes attempt to gain audience attention. *Sentence organization moves from general to specific using transitions. *Thesis is at the end of introduction and is clear.	*Writer makes no attempt to get reader attention. *No attempt to introduce topic *No clear thesis statement.
Body Thesis support Writer: demonstrate understanding of information Transitions	*Topic sentences are clear, concise, and creatively support thesis statement. *Supportive sentences are well-crafted, logically organized to support topic sentences and are written in an engaging way. *Research is extensive, accurate, and relevant and demonstrates deep understanding of topic. *Writer uses transitions to enhance and clarify argument.	*Topic sentences are clear, concise and support thesis statement. *Supporting sentences are logically organized to support topic sentences, are correct grammatically and somewhat varied. *Research is extensive, accurate and relevant. *Writer employs transitions.	*Topic sentences support thesis statement. *Supporting sentences support topic sentences and therefore, support the thesis. Sentences are simple and get the point across. *Writer attempts transitions	*No topic sentences that support thesis statement *Supporting sentences do not support topic sentences.
Conclusion Restate thesis Final thoughts Clincher sentence	*Thesis statement is restated in a way that reinforces essay's argument. *Evaluating or analyzing significance of topic. *Clincher sentence leaves a lasting positive impression on reader.	*Thesis statement is restated in a way that somewhat reinforces essay's argument. *Defining the significance of topic. *Clincher sentence attempts to leave lasting impression.	*Thesis statement is reworded. *Emphasizes significance of topic.	*Did not reword thesis. *Does identify significance of topic. * Main ideas are not summarized.
Grammar and Format Spelling/grammar: shows proofreading	*Flawless spelling and grammar	*Nearly flawless spelling and grammar	* Spelling and/or grammar errors are few and do not detract from overall paper *Paper is more than 4 pages typed (on the 5 th page)	*Too many errors in spelling and grammar *Paper is not on the 5th page (more than 4 pages)
Research Annotated Works Cited In-text citations	*Facts are well integrated, strengthen the writer's argument, and the writer includes the research in various styles * Flawless MLA format *Annotations are detailed and directly connected to information in the paper.	*Facts are integrated and strengthen the argument. *Annotations are detailed and demonstrate basic research. *Four or more different types of resources, some of which are high quality.	*Cited research supports thesis or topic sentences *Works Cited includes annotations *Annotated Works Cited is in MLA format *Six or more sources, at least two from <i>Academic Search Premier</i> and one from <i>ProQuest</i> *In-text citations are in MLA format and match citations on the Annotated Works Cited	*No research present * Works Cited is not in MLA format *In-text citations do not match up with citations on the Annotated Works Cited *Less than 6 sources *No sources from Academic Search Premier or ProQuest

Please select the level that reflects the majority of the student's work.

High Distinction _____ Distinction _____ Meets Expectations _____
 Revise _____

Advisor Signature: _____

Date: _____

What Do I Need To Do?
Senior Product Guidelines

Documenting Your Senior Product

Can We Do This Together?
Group Senior Product Guidelines

Group Senior Product Contract

What Should My Portfolio Look Like?

Presentation Portfolio Cover Sheet Guide

Senior Product Rubric

Your Senior Product

Senior Project Student Survival Guide
John A. Johnson High School
What Do I Need To Do?
Senior Product Guidelines

The purpose of the Senior Product is to conduct a self-selected learning experience based on the interest and preferences of the individual student.

Guidelines:

1. The product must **demonstrate a learning stretch** for you. The description of how the product challenges you is described in the reflective log, which is part of the Presentation Portfolio.
2. An **adult mentor is required** to guide you through the work of the product portion of your Senior Project. This person should have expertise related to the product you have chosen to work on. A mentor should not be an immediate family member (parents/guardians, siblings), a close friend, or another Johnson High student. You can not be your own mentor! (Yes, it's been tried – unsuccessfully.)
3. You should **meet with your mentor at least 3 times** so that your mentor can verify your progress.
 - at the beginning to plan your product
 - towards the middle of work on your product to check on how everything is going
 - at the end of the product to have your mentor sign off on everythingFeel free to meet more often; 3 times is just the minimum requirement.
4. A product plan must be completed and agreed to by the student, final teacher and advisor. Your product must follow your product plan to earn “meets expectations”.
5. The minimum time requirement for the product portion of the Senior Project is **fifteen (15) hours outside of school**.
6. The **product portion must be completed** before you will be allowed to present in your advisory. Advisory presentations occur the week before the final panel presentation.
7. A **presentation portfolio** is finalized which includes:
 - cover sheet
 - clean signed copy of proposal letter
 - typed product plan
 - final draft of paper with annotated bibliography
 - completed advisor paper rubric
 - student/mentor initial and final report with student/mentor signatures
 - time log (typed)
 - reflective log (typed)
 - evidence of product
 - completed advisor product rubric
 - completed advisor presentation rubric

Evidence Agreement

For my Product, I agree to the following forms of evidence:

1. _____ in portfolio OR in presentation
2. _____ in portfolio OR in presentation
3. _____ in portfolio OR in presentation

Student Signature

Finale Signature

Senior Project Student Survival Guide
John A. Johnson High School
Documenting Your Senior Product

You need to make sure you document all your work on your Senior Project. This documentation may include receipts, drafts showing your progress, pictures or videos. This documentation must be listed in your product plan. You must also keep two types of logs as part of your documentation.

Your **time log** is where you keep track of the time spent on your product to make sure you meet the minimum 15 hours required. You should log all work related to your product – meetings with your mentor, shopping for supplies, and of course creating your product. You should not record time spent researching for your paper or practicing your presentation – these are not part of your product. Your mentor should initial your time log periodically (although initials are not required on every entry).

Sample Senior Product Time Log

Month/Day/Year	Description of Product Activity	Number of Hours	Mentor Initials
6/25/11	Met with Bobbi, signed up for “Intro to Knitting”	.5	
7/9/11	First class, picked out pattern, learned to cast on, knit and purl, picked out yarn	1	

For every entry in your time log you should also have an entry in your **reflective log**. This is your opportunity to record not only what you did, but how you felt.

Sample Reflective Log

6/25/11

Today I met with Bobbi Taylor from The Yarnery. She was cool with the idea of being my mentor and actually is teaching a beginning knitting class starting next month. I’m glad I can get started on my project so early – I’m kind of worried about all that seems to be involved in this thing. I got signed up for the class (\$90 !!). Looked at a couple of patterns, but Bobbi said I should probably wait until the first class.

7/9/11

First class today. I was surprised to see the wide variety of people taking it. There was one lady that reminded me of my grandma – weird that she doesn’t already know how to knit. We learned how to cast on (how you start whatever you’re knitting – the bottom of a sweater) and the knit stitch. Then we did the purl stitch. It’s kind of like the reverse of knitting. I didn’t know there were a bunch of different stitches – I thought it was just knitting. I guess if you just knit all the time you don’t get a smooth sweater – it ends up having ridges. I wonder if this is going to be harder than I thought. At the end of class we picked out patterns and yarn. I chose a simple sweater (Bobbi says) and picked out a purple wool yarn. Weird to be picking out wool in July. Also got a skein of sample yarn to use for practicing the stitches.

Can We Do This Together? Group Senior Product Guidelines

Some Senior Products are so complicated the only way to complete them is to split up the work. Students may work together on group Senior Projects, provided they follow the following guidelines:

1. Each student must research a different aspect of the topic for his/her Senior Paper.
Example: If a group was interested in making a film, one student could research clothing of a particular era, another could learn about writing scripts, and a third student could research a famous film director.
2. Each student must be in charge of a different product sub-topic.
Example: In the above example, the first student would be in charge of designing costumes for the film, the second student would write the script, and the third student would direct the film.
3. Students must write their own Senior Project Proposal. This proposal should state what each member of the group is responsible for.
4. Students must complete their own product plan, tailored to the part of the product each student is responsible for completing.
5. The group should complete a Group Senior Project Contract. Each member should have a copy of the contract for their portfolio.
6. Students may work with the same mentor, provided the mentor is qualified for each sub-topic.
7. Students must write their own Senior Paper.
8. Each student must contribute at least fifteen (15) hours to the group product, the majority of these hours being in his/her area of expertise.
9. Students are responsible for maintaining an individual working portfolio and creating an individual presentation portfolio.
10. Each student must make an individual Senior Presentation in Finale (if applicable), advisory, and to the Senior Project panel. Since presentations will not necessarily be scheduled for the same room, each student is responsible for having his/her own visual/audio aid. Students may use copies of the same aid, but each student needs an individual copy.

Senior Project Student Survival Guide
John A. Johnson High School
Group Senior Product Contract

Name _____	CIF# _____
Name _____	CIF# _____
Name _____	CIF# _____
Name _____	CIF# _____
Name _____	CIF# _____
Group Product _____	

We understand the following guidelines:

- Each student must research a different aspect of the topic for his/her Senior Paper.
- Each student must be in charge of a different product sub-topic.
- Students must write their own Senior Project Proposal.
- Students must complete their own product plan, tailored to the part of the product each student is responsible for completing
- The group should complete a Group Senior Project Contract and include it in each student's portfolio.
- Students may work with the same mentor, provided the mentor is qualified for each sub-topic.
- Students must write their own Senior Paper.
- Each student must contribute at least fifteen (15) hours to the group product, the majority of these hours being in his/her area of expertise.
- Students are responsible for maintaining an individual working portfolio and creating an individual presentation portfolio.
- Students must make individual Senior Presentations in Finale (if applicable), advisory, and to the Senior Project panel. Since presentations will not be scheduled for the same room, students are responsible for having their own visual/audio aids.

We plan to break the work down as follows:

Student Name	Research Topic	Product Sub-Topic

Student Signatures: _____

What Should My Portfolio Look Like?

Your portfolio needs to show your highest quality of work.

The quality/completeness of your portfolio is graded on your product rubric.

Panelists will be looking over your portfolio before your presentation to get a feel for who you are and what you've accomplished.

- It is highly recommended that all your portfolio pages be encased in plastic protectors.
- Everything, except rough drafts/sketches, needs to be typed.
- If something has a stain, rip or fold- **reprint it.**

Cover Page

Your cover page will include your project title, presentation date, and a table of contents for your portfolio. See page 57 for more information.

Proposal Letter

You need a clean copy of your proposal letter. No errors. No smudges. Make sure to sign it.

Product Plan

You must include a typed Product Plan with the required initials.

Final Draft of Paper and Final Annotated Bibliography

You need a clean copy- your 4th draft. Include your title page, paper and bibliography.

Paper Rubric

Page 73 in your handbook. Rip it out. Cut off the frizzies.

Mentor/Student Agreement

Page 69 in your handbook. If your original has been damaged, print a new one off the website and have your mentor sign it. Do not forge this.

Mentor/Student Final Report

Page 72 in your handbook. Rip it out. You and your mentor must sign it. Do not forge this.

Time Log

Page 70 in your handbook or download a template from the class website. Type in or write your information. Make sure your mentor has signed off at least THREE times on this sheet. Hours should meet or exceed 15 hours.

Senior Project Student Survival Guide
John A. Johnson High School

Reflective Log

- Title this, “Reflective Log”.
- Format: Size 12 font, 1-inch margins, single-spaced, double space between entries.
- Each entry needs to be dated.
- This needs to demonstrate a learning stretch for you.
- Include the good, bad and ugly things you experienced while working on your project.
- This should align with your time log- but you can have extra entries.

Evidence of Product

- This is proof that **you** completed your product. Your evidence should match what you listed in your product plan.
- Evidence could include:
 - Photo Journal- pictures w/captions of your progress.
 - Internship/Volunteer Documentation- pg 67
 - Lesson Documentation- pg 68
 - Affidavits from people who worked with you on your product – pg 65
 - Receipts
 - Rough drafts/sketches
 - Anything that proves **you** completed the minimum 15 hours.
- Your evidence needs to be presented in a professional manner:
 - Photos need to be pasted/taped neatly onto paper- and need captions describing the action.
 - Receipts need to be pasted/taped neatly onto paper- and need captions describing what you bought.
 - Rough drafts/sketches need to be organized to show progress.

Product Rubric

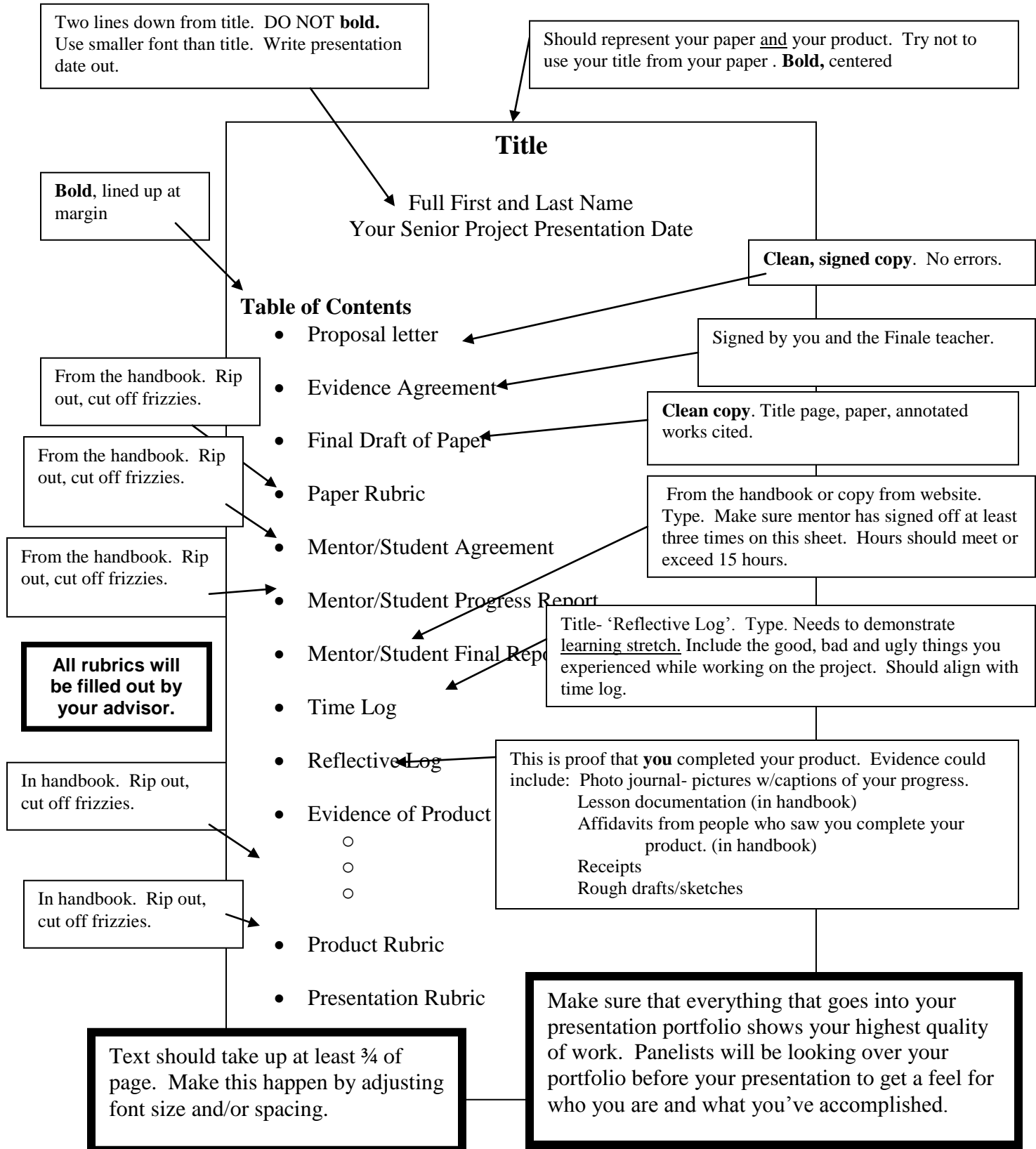
Page 74 in your handbook. Rip it out. Cut off the frizzies.

Presentation Rubric

Page 75 in your handbook. Rip it out. Cut off the frizzies.

All rubrics will be filled out by your advisor, not your Finale teacher.

Presentation Portfolio Cover Sheet Guide



Senior Project Student Survival Guide
John A. Johnson High School
Senior Product Rubric

Name: _____

CIF# _____

Product: _____

	High Distinction	Distinction	Meets Expectations	Revise
Product: Appearance Significance Criteria satisfaction	* <u>Physical product</u> : has professionally-made appearance OR <u>Service product</u> : executed in a professional manner *Product has significant use to individual or community *Meets both selection criteria with high distinction	* <u>Physical product</u> : appears well made OR <u>Service product</u> : executed in a manner befitting a senior *Product has use to individual or community *Meets both selection criteria well	* <u>Physical product</u> : is complete OR <u>Service product</u> : is complete *Product has limited use to individual or community *Meets both selection criteria	* Product is not complete * Product is not useful for individual or community * Does not meet one or both selection criteria
Reflective Log	*Demonstrates significant learning about the topic *Demonstrates significant personal growth *Deeply reflects on the complete project process- beginning to end	*Demonstrates learning about topic *Demonstrates some personal growth *Reflects on the project process- beginning to end	*Demonstrates minimal learning about topic *Demonstrates a general or vague awareness of personal growth *Reflections are more an extension of time log- a retelling of what was done	* No mention of learning about topic * No mention of personal growth * Reflective log does not connect with time log- severely incomplete
Evidence of Product	*Multiple forms of evidence showing progress from start to finish *Evidence of finished product shows significant time and effort	*Evidence shows progress from start to finish *Evidence of finished product shows time and effort	*Evidence is provided- but start to finish proof is not included *Evidence of finished product shows completion *Evidence listed in Product Plan is included	* No tangible evidence provided * Evidence is severely lacking * Evidence required in Product Plan is not present
Presentation Portfolio: Required: Cover page Proposal letter Product Plan Final paper Paper rubric Mentor sheets Typed reflective/ time logs Evidence of product Presentation rubric Product rubric	*Portfolio pieces create a complete and professional picture of the project as a whole *Demonstrates creativity and pride in accomplishments *Was handed in before date due	*Portfolio pieces create a complete picture of the project as a whole *Demonstrates pride in accomplishments *Was handed in on date due	*Portfolio contains all the required pieces; some pieces may be lacking in substance *Demonstrates ability to organize materials *Was handed in after date due	* Portfolio pieces missing * Portfolio pieces not complete * Portfolio is not organized

Comments: _____

Please select the level that reflects the majority of the student's work.

High Distinction _____ Distinction _____ Meets Expectations _____ Revise _____

Evaluator Signature: _____ Date: _____

What Do I Say?

Senior Presentation Guidelines

Graphic Organizer for Presentation

The Visual Aids

Advice from Panelists

Senior Presentation Rubric

Your Senior Presentation

Senior Project Student Survival Guide
John A. Johnson High School
What Do I Say?
Senior Presentation Information

The purpose of the Senior Presentation is to tell the story of the senior project by combining and synthesizing what was learned from the product creation with the information from the paper.

- 1) The presentation should **tell a story**. You should explain the detailed process of creating the product, what you learned while writing your paper, and how the two are connected. The story should have an: introduction, a body (paper and product), and a conclusion.
- 2) Introduction: Begin with an attention grabber, the reason you choose this project, the amount of experience you had before you started (prior knowledge), and an explanation of the paper topic and why you believe it makes sense with your product
- 3) The body: you must discuss both your paper and your product, but the order you do this in is up to you.
- 4) Paper: explain why this topic? thesis, facts supporting thesis, your research process, possibly include details on connectedness to product.
- 5) Product: introduction of mentor, steps to completion with details about difficulties/ highs and lows in your process (use your visuals here), include details on connectedness to paper
- 6) Conclusion: what will you do with my experience or new knowledge? Surprises? Would you do something differently? Acknowledgements (thank-you and citations). Questions.
- 7) The presentation must **include two visual or auditory aids** such as recordings, PowerPoint with evidence of your product, models, equipment or tools used to make your product or mementos.. Your visual aids must enhance your presentation by offering more evidence you did what you said you did. These must actually be referred to during your presentation. It is not enough that they sit next to you during your presentation, you must talk about them.
- 8) Video or sound clips can not be longer than 2 minutes, and **do not count** toward the minimum speaking time required
- 9) The presentation must be **8 to 12 minutes** in length not including video or sound clips, followed by a question and answer period.
- 10) The presentation should be **performed in front of an audience a minimum of 2 times**, once in advisory and once on senior project night. Wise students practice their presentation as often as possible. You may use note cards or a PowerPoint presentation as prompts.
- 11) This is a **formal presentation**. You should dress to compliment the presentation

Senior Project Student Survival Guide
John A. Johnson High School
Senior Project Presentation Guidelines

- Needs to be 8 minutes
- No longer than 12 minutes (without video)
- Demonstration/video is limited to TWO MINUTES (doesn't count towards your time)
- Must have another visual aid of some kind, other than the PowerPoint
 - Photos, pamphlets, evidence, product, etc.

You can use any order you would like, but these are the areas you MUST speak about to have a passing presentation. Please don't follow this exact outline, no one wants to see the exact same presentation a million times. Be creative! Let your personality show!

Intro:

- Attention Getter (do NOT say your name and what your project is, you will be introduced before you start speaking)
 - Ask a question, tell an interesting story, quote, etc.
- Why did you choose your project?
- Prior Experience- what did you know about what you did BEFORE you started? What experience did you already have?

You can talk about your Product OR your Paper next (YOU HAVE TO TALK ABOUT BOTH)

Paper:

- Thesis statement
- Why did you choose your topic?
- Tell us at least 5 facts that support your Thesis
- Reflect on the research process
- CONNECTION BETWEEN PAPER AND PRODUCT.

Product:

- What is your product?
- Walk us through how you spent your 15 hours. This should be the longest part. We should know exactly what steps you took to complete your project.
- REFLECTION. Highs/Lows, challenges, feelings, etc.
- Mentor
 - Who is your mentor (put in the picture of them)? What experience do they have with your product? How do you know them?
 - How did they help you? What was their role?
 - Reflect on the relationship. Stay in contact? Glad you picked them? Be respectful
- Visuals. Explain.

Conclusion:

- What would you do differently?
- What will you do with this new skill/information?
- Surprises?
- PERSONAL GROWTH. How has this changed you?
- Special thanks? If you have someone who helped you that wasn't your official mentor this is where you can give them some credit.
- WORKS CITED. That's how they will know you are done. Take out annotations so it fits.
- Ask if there are any questions

Feel free to add anything you would like to that would enhance your presentation.

The Visual Aids

Product-

Pros- Best used when product is tangible, transportable, visually appealing, and large enough to refer to.
Shows audience exactly what was created.

Cons- Passing around visual aid to audience detracts from presentation. Three listeners are lost.

Guidelines-

- Video/audio clips are limited to 2 minutes (and does not count toward your presentation time).
- Product itself must be large enough for audience to see and appreciate from 10-15 feet away.

Demonstration-

Pros- Best used when product involves a learned skill: painting/beading/knitting techniques, dancing, singing, instrumental music, etc.

Cons- If you make a mistake on your demo, it's easy to get overly flustered and recovery is difficult.

Guidelines-

- Talk with your teacher about what you'd like to do; work together to develop a plan.
- Practice, practice, practice!

Tools, Materials, and Wardrobe

Pros- Helps audience understand what you used to complete your product
Demonstrates knowledge of product
Engages the audience

Cons- If passing items around, you may lose the audience's attention

Guidelines-

- Must be something you used to complete your product
- Limit to two or three so it doesn't take up too much of your presentation time

PowerPoint with photographs

Pros- Preferred by most advisors.

Helps keep the presenter on track because slides are organized and focused.

Can give presentation a professional look.

Easy way to showcase 'evidence of product' pictures.

Cons- Presenter may read from slides- poor presentation skills.

Easily bogged down with flying words/flashing backgrounds/crazy pictures.

Can make presentation seem report-like if presenter doesn't use lots of reflection.

Guidelines-

- Product information needs to run throughout the show if possible. Try not to cram all your product pictures at the end of your presentation.
- Informational slides must have a professional appearance- same backgrounds, same transitions, Clip Art rarely used.
- Process slides can be more creative- within reason. See your Finale teacher for examples if needed.
- Slide show must be saved onto a memory stick. No disks, CDs, or email files.

Senior Project Student Survival Guide

John A. Johnson High School

Advice from Panelists

If you had to sit through hundreds of senior presentations, I bet you'd have an opinion on how to improve each and every one you see. So just in case you don't believe your Finale teacher or advisor when they suggest changes for your presentation, read on to learn what panelists (the adults who will listen to your final presentation and decide if it meets expectations) have to say to you.

Introductions
I greatly dislike dull introductions: My name is _____ and I'm going to talk about _____. That just makes me sleepy. Instead tell a story, show a picture or prop, ask the audience an interesting question, play some appropriate background music... Room hosts will introduce the student and their topic anyway, so start off with a bang!
Students need to tell the story of their inspiration with specific details. The story shouldn't be long, but too many times students gloss over what can be the most powerful part of their presentation.
I like a beginning that captures my interest. Give a story, example or demonstration. Something unique and personal.
Visual Aids
The constant looking up and reading what is on the screen instead of embellishing or expanding upon a topic drives me nuts. The students should assume that the people in the room can read at grade level and don't need their PowerPoint read to them. Tell us something that is not on the screen, but that concerns what we see.
I'm looking for an <u>organized</u> presentation in which the speaker effectively uses <u>visual aids</u> (oftentimes more than one).
No boards unless they are professional enough to present to an employer. Most boards don't look good enough for an 'A' in 4 th grade.
Students should experiment with the visual aid during rehearsals and strive to use the visual aid for maximum impact. The visual aid should enhance the presentation. It should be integrated into the overall presentation and should not function as a stand alone piece that exists merely to fulfill the requirement of having a visual aid.
I'm Impressed with...
The ability to answer questions and synthesize information.
A student that is really prepared (knows how and where to set up props - has a Plan B, in case A doesn't work). That I can tell that they've rehearsed numerous times.
A student that shows excitement and/or passion about their topic. Some kind of emotion!! Have some type of affect so we know that you care (even a little).
I am impressed with a student who relates the paper to the time log to the project all by him/herself - without being asked 20 questions. I am impressed with the way a student dresses and grooms him/herself, and with composure even though on the inside he/she may be nervous. I am very impressed with students who actually stretched themselves to obtain new knowledge and complete their project.
I'm Tired of...
No one needs to hear, (yet again) that the thing they have learned most is that they should not procrastinate. Is that truly all they got out of this project?
I have heard teachers complain that their students think they are boring, or the class is boring, or what they are working on is boring. Well here is the students chance to show how it should be done. I have a real hard time when a kid who has said the word boring in my class, bores me to death with their own presentation. Challenge them to get us, the audience, involved in the presentation.
In several presentations I have had to listen to speakers' excuses for why they didn't do something. That type of information is boring and makes the student seem lazy.
I am tired of reading student papers with so many typos or grammatical errors. I am tired of having to remind students to do things, and of students turning things in late. It is frustrating to sign up as a mentor, then not see the student till the end of the quarter when everything is due. I am tired of students not putting forth enough effort, and accepting the responsibility that the senior project requires.
I'm amazed at how poorly students dress for the senior project. All they have to do for a distinction grade for the project is to dress up even a little better than the ordinary way they dress for school every day. That is my biggest amazement/pet peeve.

Senior Project Student Survival Guide
John A. Johnson High School
Presentation Rubric

Name: _____
Product: _____

CIF# _____

	High Distinction	Distinction	Meets Expectations	Revise
CONTENT				
Introduction	<ul style="list-style-type: none"> • Speaker gains audience attention through original and highly engaging means. • Prior knowledge well defined and reflected upon. • Project is introduced and extremely strong connections between paper and product are stated. 	<ul style="list-style-type: none"> • Speaker gains audience attention with interesting or creative means. • Prior knowledge defined • Project is introduced and strong connections between paper and product are stated. 	<ul style="list-style-type: none"> • Speaker makes attempt to gain audience attention. • Prior knowledge mentioned • Project is introduced and loose connections between paper and product are stated. 	<ul style="list-style-type: none"> • Speaker makes no attempt to get audience attention. • Prior knowledge not defined • Product is not introduced no connections are stated.
Body: Paper and Product	<ul style="list-style-type: none"> • Well organized • Product process is detailed and shows complex levels of understanding. • Paper details are numerous and show complex levels of understanding. • Personal growth discussed and expanded on numerous times • Paper research connects to and enhances product. 	<ul style="list-style-type: none"> • Organized • Product process is clear and shows depth of understanding. • Paper details are clear and show depth of understanding • Personal growth discussed numerous times • Paper topic is detailed and is consistently connected to product. 	<ul style="list-style-type: none"> • Mostly organized • Product process are general and show some understanding (from mentor to finished product.) • Paper details are general and show some understanding • Share 5 facts from your paper • Personal growth discussed • Product and paper are discussed and connections between the two are made. 	<ul style="list-style-type: none"> • Not organized • No/few details given for paper or product (makes listener wonder "did you really do what you said?") • No personal growth mentioned. • Paper or product is not mentioned, no connections made.
Conclusion	<ul style="list-style-type: none"> • Impact of project on student is clearly defined, in depth and with detail 	<ul style="list-style-type: none"> • Impact of project on student is clearly defined 	<ul style="list-style-type: none"> • Impact of project mentioned • Sources listed 	<ul style="list-style-type: none"> • Impact of project not mentioned • No sources listed
DELIVERY				
Visual Presentation	<ul style="list-style-type: none"> • Two or more visual/auditory aids are professional in appearance and used for maximum impact. • Appropriate attire significantly enhances presentation 	<ul style="list-style-type: none"> • Two or more visuals are used and are clear, and used effectively • Appropriate attire enhances presentation 	<ul style="list-style-type: none"> • Two visual/auditory aids used but lack polish or are used ineffectively or are not easily understood. • Attire is appropriate • Presentation 8 - 12 min. w/o questions 	<ul style="list-style-type: none"> • No visual/auditory aid • Inappropriate attire • Presentation less than 8 minutes (without questions)
Verbal Skills	<ul style="list-style-type: none"> • Voice is clear and loud • Variety in pitch, rate & volume • Student effectively makes little use of note cards/power point 	<ul style="list-style-type: none"> • Voice is clear and loud • Variety in pitch, rate & volume • Appropriate use of note cards/power point 	<ul style="list-style-type: none"> • Voice is usually clear and audible • Occasional variety in pitch, rate, & volume • Speaker often reads directly from note cards/power point 	<ul style="list-style-type: none"> • Voice is difficult to hear • No variety in pitch, rate, & volume • Note cards/power point should have been used
Non-verbal Skills	<ul style="list-style-type: none"> • Eye contact is direct & consistently includes the entire audience • Posture and gestures are natural & confident 	<ul style="list-style-type: none"> • Often makes eye contact with most of the audience • Posture & gestures are controlled & effective 	<ul style="list-style-type: none"> • Little effort at eye contact or looks only at one or two people in the audience • Posture & gestures are appropriate 	<ul style="list-style-type: none"> • No eye contact • Uncomfortable posture/gestures

Comments: _____
High Distinction _____ Distinction _____ Meets Expectations _____ Revise _____

Evaluator Signature: _____ Date: _____

Affidavit

Group Senior Product Contract

Documentation for Internship or
Volunteer Experience

Lesson Documentation

Mentor/Student Agreement

Time Log

Mentor/Student Progress Report

Mentor/Student Final Report

Senior Paper Rubric

Senior Product Rubric

Senior Presentation Rubric

Signature, Please

Senior Project Student Survival Guide
John A. Johnson High School

Affidavit

(This is to be filled out by someone who is NOT your mentor)

Student's Name _____ CIF _____

I, _____ have worked with this student on his/her product.
(Witness' name)

Describe your (witness') role in product:

Comments:

Witness Signature _____

Date _____

Senior Project Student Survival Guide
John A. Johnson High School
Group Senior Product Contract

Name _____	CIF# _____
Name _____	CIF# _____
Name _____	CIF# _____
Name _____	CIF# _____
Name _____	CIF# _____
Group Product _____	

We understand the following guidelines:

- Each student must research a different aspect of the topic for his/her Senior Paper.
- Each student must be in charge of a different product sub-topic.
- Students must write their own Senior Project Proposal.
- Students must complete their own product plan, tailored to the part of the product each student is responsible for completing.
- The group should complete a Group Senior Project Contract and include it in each student's portfolio.
- Students may work with the same mentor, provided the mentor is qualified for each sub-topic.
- Students must write their own Senior Paper.
- Each student must contribute at least fifteen (15) hours to the group product, the majority of these hours being in his/her area of expertise.
- Students are responsible for maintaining an individual working portfolio and creating an individual presentation portfolio.
- Students must make individual Senior Presentations in Finale (if applicable), advisory, and to the Senior Project panel. Since presentations will not be scheduled for the same room, students are responsible for having their own visual/audio aids.

We plan to break the work down as follows:

Student Name	Research Topic	Product Sub-Topic

Student Signatures: _____

Documentation for Internship or Volunteer Experience

Student _____ CIF # _____

is working as an intern or volunteer at the following institution or agency:

Name _____

Address _____

Supervisor's name _____

Job Title _____

Is the supervisor also the student's Senior Product mentor? _____

The dates of the experience are from _____ to _____

The student's work schedule each week is _____

Duties/activities include _____

The student worked _____ hours as an intern or volunteer for this organization.

Supervisor's signature _____

Date _____ Telephone Number _____

Comments on the student's experience _____

Senior Project Lesson Documentation

Name _____ CIF # _____

Instructor Name _____

School or Program _____

Address _____

Telephone Number _____ Best time to call _____

Description of Skills Learned _____

Class Schedule _____

To be filled out by the instructor:

I verify that _____ (student) spent _____ hours

attending lessons at _____ in order to learn the skills of _

Instructor comments _____

Instructor Signature _____ Date _____

Senior Project Student Survival Guide
John A. Johnson High School
Senior Project
Mentor/Student Agreement

Student Name : _____ CIF# _____

Senior Product Mentors:

Thank you for volunteering your time to serve as a mentor for the Johnson High School Senior Project. We appreciate the time and effort that you will spend with this senior as they work toward completion of this graduation requirement.

Since the students select their own projects, it is their responsibility to explain their project to you. The student should also be able to explain what he/she needs from you and how he/she will benefit from this experience.

As a mentor, you should be able and willing to

- Assist the student by answering questions, offering guidance, and clarifying information throughout the development of the student's project.
- Maintain a professional relationship with the student. For that reason, a mentor should not be a parent/guardian, sibling, close friend or fellow Johnson student.
- Meet with the student at least 3 times so you can see the progress of his/her Senior Product.
- Confirm that the student is spending an appropriate amount of time on his/her project by signing a verification sheet for each student/mentor meeting. Each student must commit a minimum of fifteen (15) hours outside of school to his/her Senior Product. We ask that you sign a time log that verifies the student's progress on his/her progress.

Please complete the portion below indicating that you agree to give your time to mentor this student.

Mentor Name: _____

Is mentor older than 21? Yes _____ No _____

Mentor Phone/s: _____

Mentor E-mail Address: _____

Brief description of mentor's experience related to the Senior Project topic: _____

Mentor Signature: _____ **Date:** _____

Student Signature : _____ **Date** _____

Senior Project Student Survival Guide
John A. Johnson High School
Mentor/Student Progress Report
(to be completed by mentor)

Due to Johnson High School _____

Student Name: _____ CIF# _____

1. Please list the dates you have met with the student regarding his/her Senior Product.

2. Describe your understanding of what the student hopes to do for his/her Senior Product.

3. What work has the student accomplished on his/her Senior Product?

4. What work still needs to be completed on the student's Senior Product?

5. Do you have any concerns about the student finishing on time? _____

Mentor's Name (printed) _____

Mentor's Daytime Phone Number _____

Mentor's e-mail Address _____

Mentor's Signature _____ Date _____

Senior Project Student Survival Guide
John A. Johnson High School
Mentor/Student

Final Report

Student Name _____ CIF# _____

Senior Product Description _____

I spent a total of _____ hours working on the Product portion of my Senior Project, which meets or exceeds the minimum of 15 hours that is required. I have recorded all the physical activities I have done in order to complete my Senior Product both in my time log and in my reflective log. I have asked my mentor to initial the entries in my time log. I have not counted any time spent researching/writing my paper or preparing for my presentation towards the minimum of 15 hours needed.

Student Signature _____ Date _____

As a mentor I witnessed the Senior Product in various stages of completion (not just the final phase) and verify that the student spent a minimum of 15 hours working on the Senior Product.

Mentor's Name _____

Mentor's Daytime Phone Number _____

Mentor's e-mail Address _____

Mentor Signature _____ Date _____

Senior Project Student Survival Guide
John A. Johnson High School
Senior Paper Rubric

Name _____ CIF# _____

	High Distinction	Distinction	Meets Expectations	Revise
Introduction: Gaining audience attention Sets the Stage Thesis statement	*Writer gains audience attention through original and highly engaging means. *Sentence organization creatively and effortlessly flows from general to specific using original transitions *Thesis statement is creative, clear, and concise.	*Writer gains audience attention with interesting or creative means. *Effective Sentence organization *Thesis is at the end of introduction and is clear and concise.	*Writer makes attempt to gain audience attention. *Sentence organization moves from general to specific using transitions. *Thesis is at the end of introduction and is clear.	*Writer makes no attempt to get reader attention. *No attempt to introduce topic *No clear thesis statement.
Body Thesis support Writer: demonstrate understanding of information Transitions	*Topic sentences are clear, concise, and creatively support thesis statement. *Supportive sentences are well-crafted, logically organized to support topic sentences and are written in an engaging way. *Research is extensive, accurate, and relevant and demonstrates deep understanding of topic. *Writer uses transitions to enhance and clarify argument.	*Topic sentences are clear, concise and support thesis statement. *Supporting sentences are logically organized to support topic sentences, are correct grammatically and somewhat varied. *Research is extensive, accurate and relevant. *Writer employs transitions.	*Topic sentences support thesis statement. *Supporting sentences support topic sentences and therefore, support the thesis. Sentences are simple and get the point across. *Writer attempts transitions	*No topic sentences that support thesis statement *Supporting sentences do not support topic sentences.
Conclusion Restate thesis Final thoughts Clincher sentence	*Thesis statement is restated in a way that reinforces essay's argument. *Evaluating or analyzing significance of topic. *Clincher sentence leaves a lasting positive impression on reader.	*Thesis statement is restated in a way that somewhat reinforces essay's argument. *Defining the significance of topic. *Clincher sentence attempts to leave lasting impression.	*Thesis statement is reworded. *Emphasizes significance of topic.	*Did not reword thesis. *Does identify significance of topic. * Main ideas are not summarized.
Grammar and Format Spelling/grammar: shows proofreading	*Flawless spelling and grammar	*Nearly flawless spelling and grammar	* Spelling and/or grammar errors are few and do not detract from overall paper *Paper is more than 4 pages typed (on the 5 th page)	*Too many errors in spelling and grammar *Paper is not on the 5 th page (more than 4 pages)
Research Annotated Works Cited In-text citations	*Facts are well integrated, strengthen the writer's argument, and the writer includes the research in various styles * Flawless MLA format *Annotations are detailed and directly connected to information in the paper. *In-text citations are in MLA format and match citations on the Annotated Works Cited	*Facts are integrated and strengthen the argument. *Annotations are detailed and demonstrate basic research. Six or more sources, at least two from <i>Academic Search Premier</i> and one from <i>ProQuest</i> *In-text citations are in MLA format and match citations on the Annotated Works Cited	*Cited research supports thesis or topic sentences *Works Cited includes annotations *Annotated Works Cited is in MLA format *Six or more sources, at least two from <i>Academic Search Premier</i> and one from <i>ProQuest</i> *In-text citations are in MLA format and match citations on the Annotated Works Cited	*No research present * Works Cited is not in MLA format *In-text citations do not match up with citations on the Annotated Works Cited *Less than 6 sources *No sources from <i>Academic Search Premier</i> or <i>ProQuest</i>

High Distinction _____ Distinction _____ Meets Expectations _____ Revise _____

Advisor Signature: _____

Date: _____

Senior Project Student Survival Guide
John A. Johnson High School
Senior Product Rubric

Name: _____

CIF# _____

Product: _____

	High Distinction	Distinction	Meets Expectations	Revise
Product: Appearance Significance Criteria satisfaction	* <u>Physical product</u> : has professionally-made appearance OR <u>Service product</u> : executed in a professional manner *Product has significant use to individual or community *Meets both selection criteria with high distinction	* <u>Physical product</u> : appears well made OR <u>Service product</u> : executed in a manner befitting a senior *Product has use to individual or community *Meets both selection criteria well	* <u>Physical product</u> : is complete OR <u>Service product</u> : is complete *Product has limited use to individual or community *Meets both selection criteria	* Product is not complete * Product is not useful for individual or community * Does not meet one or both selection criteria
Reflective Log	*Demonstrates significant learning about the topic *Demonstrates significant personal growth *Deeply reflects on the complete project process- beginning to end	*Demonstrates learning about topic *Demonstrates some personal growth *Reflects on the project process- beginning to end	*Demonstrates minimal learning about topic *Demonstrates a general or vague awareness of personal growth *Reflections are more an extension of time log- a retelling of what was done	* No mention of learning about topic * No mention of personal growth * Reflective log does not connect with time log- severely incomplete
Evidence of Product	*Multiple forms of evidence showing progress from start to finish *Evidence of finished product shows significant time and effort	*Evidence shows progress from start to finish *Evidence of finished product shows time and effort	*Evidence is provided- but start to finish proof is not included *Evidence of finished product shows completion *Evidence listed in Product Plan is included	* No tangible evidence provided * Evidence is severely lacking * Evidence required in Product Plan is not present
Presentation Portfolio: Required: Cover page Proposal letter Product Plan Final paper Paper rubric Mentor sheets Typed reflective/ time logs Evidence of product Presentation rubric Product rubric	*Portfolio pieces create a complete and professional picture of the project as a whole *Demonstrates creativity and pride in accomplishments *Was handed in before date due	*Portfolio pieces create a complete picture of the project as a whole *Demonstrates pride in accomplishments *Was handed in on date due	*Portfolio contains all the required pieces; some pieces may be lacking in substance *Demonstrates ability to organize materials *Was handed in after date due	* Portfolio pieces missing * Portfolio pieces not complete * Portfolio is not organized

Comments: _____

Please select the level that reflects the majority of the student's work.

High Distinction _____ Distinction _____ Meets Expectations _____ Revise _____

Evaluator Signature: _____

Date: _____

Senior Project Student Survival Guide
John A. Johnson High School
Presentation Rubric

Name: _____
Product: _____

CIF# _____

	High Distinction	Distinction	Meets Expectations	Revise
CONTENT				
Introduction	<ul style="list-style-type: none"> • Speaker gains audience attention through original and highly engaging means. • Prior knowledge well defined and reflected upon. • Project is introduced and extremely strong connections between paper and product are stated. 	<ul style="list-style-type: none"> • Speaker gains audience attention with interesting or creative means. • Prior knowledge defined • Project is introduced and strong connections between paper and product are stated. 	<ul style="list-style-type: none"> • Speaker makes attempt to gain audience attention. • Prior knowledge mentioned • Project is introduced and loose connections between paper and product are stated. 	<ul style="list-style-type: none"> • Speaker makes no attempt to get audience attention. • Prior knowledge not defined • Product is not introduced no connections are stated.
Body: Paper and Product	<ul style="list-style-type: none"> • Well organized • Product process is detailed and shows complex levels of understanding. • Paper details are numerous and show complex levels of understanding. • Personal growth discussed and expanded on numerous times • Paper research connects to and enhances product. 	<ul style="list-style-type: none"> • Organized • Product process is clear and shows depth of understanding. • Paper details are clear and show depth of understanding • Personal growth discussed numerous times • Paper topic is detailed and is consistently connected to product. 	<ul style="list-style-type: none"> • Mostly organized • Product process are general and show some understanding (from mentor to finished product.) • Paper details are general and show some understanding • Share 5 facts from your paper • Personal growth discussed • Product and paper are discussed and connections between the two are made. 	<ul style="list-style-type: none"> • Not organized • No/few details given for paper or product (makes listener wonder "did you really do what you said?") • No personal growth mentioned. • Paper or product is not mentioned, no connections made.
Conclusion	<ul style="list-style-type: none"> • Impact of project on student is clearly defined, in depth and with detail 	<ul style="list-style-type: none"> • Impact of project on student is clearly defined 	<ul style="list-style-type: none"> • Impact of project mentioned • Sources listed 	<ul style="list-style-type: none"> • Impact of project not mentioned • No sources listed
DELIVERY				
Visual Presentation	<ul style="list-style-type: none"> • Two or more visual/auditory aids are professional in appearance and used for maximum impact. • Appropriate attire significantly enhances presentation 	<ul style="list-style-type: none"> • Two or more visuals are used and are clear, and used effectively • Appropriate attire enhances presentation 	<ul style="list-style-type: none"> • Two visual/auditory aids used but lack polish or are used ineffectively or are not easily understood. • Attire is appropriate • Presentation 8 - 12 min. w/o questions 	<ul style="list-style-type: none"> • No visual/auditory aid • Inappropriate attire • Presentation less than 8 minutes (without questions)
Verbal Skills	<ul style="list-style-type: none"> • Voice is clear and loud • Variety in pitch, rate & volume • Student effectively makes little use of note cards/power point 	<ul style="list-style-type: none"> • Voice is clear and loud • Variety in pitch, rate & volume • Appropriate use of note cards/power point 	<ul style="list-style-type: none"> • Voice is usually clear and audible • Occasional variety in pitch, rate, & volume • Speaker often reads directly from note cards/power point 	<ul style="list-style-type: none"> • Voice is difficult to hear • No variety in pitch, rate, & volume • Note cards/power point should have been used
Non-verbal Skills	<ul style="list-style-type: none"> • Eye contact is direct & consistently includes the entire audience • Posture and gestures are natural & confident 	<ul style="list-style-type: none"> • Often makes eye contact with most of the audience • Posture & gestures are controlled & effective 	<ul style="list-style-type: none"> • Little effort at eye contact or looks only at one or two people in the audience • Posture & gestures are appropriate 	<ul style="list-style-type: none"> • No eye contact • Uncomfortable posture/gestures

Comments: _____
High Distinction _____ Distinction _____ Meets Expectations _____ Revise _____

Evaluator Signature: _____ Date: _____

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