

# Senior Project

2008-2009



## Belleville High School

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This folder belongs to \_\_\_\_\_

Senior English Teacher \_\_\_\_\_

Hour \_\_\_\_\_

## Table of Contents

Congratulations Letter  
Project Overview  
Timeline and Grading Policies  
**Journal Entry I: “If I Only had Time...”**  
What is a Social Issue?  
Social Issue List  
*Pay It Forward* Questions  
Networking Sheet  
Mentor Verification Form

### **Project Proposal**

Proposal Rubric  
Proposal Think Sheet  
Self-Discovery Letter

**Research Paper** Explanation and Rubric  
Thesis and Works Cited Assignments  
Sample Works Cited/Works Cited Information  
MLA Citation Guidelines  
In-Text/Parenthetical Citation Tips  
Writing Plan Assignment  
Research Paper Peer Edit

### **Journal Entry II: Project Update**

**Final Presentation** Overview  
Presentation Tips  
Final Presentation/Product Rubric  
**Journal Entry III: Exit Outcomes**

Final Exam/Rubric/Final Step  
Calendars

#### *Lost Papers:*

*Should you lose any papers in this folder, **there will not be extras.** To retrieve the information, log on to Class Clicks and Click on SENIOR PROJECT 2008-2009, then find the missing paper by title.*

## The Senior Project Overview 2008-2009

Important notes from your teachers:

- All the information you need for this project is in this folder.
- You are responsible to keep yourself on track during this project.
- If answers to your questions are in your packet, you must become a self-directed learner and find them there.
- Class time will not be spent defending the project, instead it will be utilized to help you succeed.
- You are making your own decisions about your success or failure with this project.

This project will serve many purposes. First, it will give you an opportunity to demonstrate that you have met the state's essential exit outcomes: a self-directed learner, an effective communicator, a collaborative team member, a problem solver, a perceptive thinker and is respectful of self, others and the environment. This project will give you the opportunity to explore yourself as a thinker and learner. This project can be overwhelming *if* you let it. However, just as a sandwich is easier to swallow if you take small bites, this project is simple when it's broken down into manageable pieces.

### **Phase 1: The Journal**

You will generate possible topics for your project. In an extended journal entry, you will explore areas of interest that you have not had the opportunity to investigate or pursue.

### **Phase 2: The Proposal**

After an overview of the Senior Project and its requirements, you will make a committed decision about a topic to pursue. You are encouraged to use the ideas you came up with in your journal as a starting point. The most important thing to keep in mind is that your topic must meet the requirements of this project. This includes connecting your area of interest to a social issue and creating a product. You are encouraged to challenged yourself and go beyond your "comfort zone". You will have an opportunity to view the film *Pay It Forward* (rated PG-13) which will be a springboard for your own ideas. Your first assessment will be a proposal that is presented for approval. Once your proposal has been approved, you will begin to conduct research on your social issue.

### **Phase 3: The Research Paper**

You will begin conducting research in the media center. Your goal will be to gather information about the social issue you that you choose. You most likely will need to do research at out of school locations. You must also interview two people outside of BHS as resources. You will learn networking skills as you research that will help you find a mentor and other people who are connected to your topic. Once you find people who are willing to assist you, you will conduct recorded interviews, which will be resources for your research. Based on your research, you will write a research paper.

### **Phase 4: The Product and Impact**

You must generate a product *and* impact your social issue in some way. Your product will be developed under the supervision of an approved mentor outside of BHS. The possibilities are endless, but your product may take the form of a manual, a lesson taught outside of the building, providing a service, making or building something, etc. This product must be completed by the time you present your project; therefore, start on it early and work on it regularly.

### **Phase 5: The PowerPoint Presentation**

The next phase is a PowerPoint presentation of your journey to affect change and the product that you created. PowerPoint is an easy computer program to learn, and you will be given time in the media center to develop your presentation. This is the highlight of the project.

### **Phase 6: The Reflection/Exam**

The process you used to research your topic and develop a product will be the subject of a reflection paper during the final exam. The paper will give you an opportunity to think back on your experience as you learned about your topic and created something based on what you learned. You will evaluate yourself and consider your own strengths and weaknesses as an independent learner.

# Senior Project 2008-2009

## Week 1

Date	Room	Activity	Homework	Due Today
Tues. Sept. 23				
Wed. Sept.				
Thurs. Sept.				
Fri. Sept.				

## Week 2

Date	Room	Activity	Homework	Due Today
Tues.				
Wed.				
Thurs.				
Fri.				

## Week 3

Date	Room	Activity	Homework	Due Today
Tues.				
Wed.				
Thurs.				
Fri.				

**Week 4**

<b>Date</b>	<b>Room</b>	<b>Activity</b>	<b>Homework</b>	<b>Due Today</b>
<b>Tues.</b>				
<b>Wed.</b>				
<b>Thurs.</b>				
<b>Fri.</b>				

**Week 5**

<b>Date</b>	<b>Room</b>	<b>Activity</b>	<b>Homework</b>	<b>Due Today</b>
<b>Tues.</b>				
<b>Wed.</b>				
<b>Thurs.</b>				
<b>Fri.</b>				

**Week 6**

<b>Date</b>	<b>Room</b>	<b>Activity</b>	<b>Homework</b>	<b>Due Today</b>
<b>Tues.</b>				
<b>Wed.</b>				
<b>Thurs.</b>				
<b>Fri.</b>				

**Week 7**

<b>Date</b>	<b>Room</b>	<b>Activity</b>	<b>Homework</b>	<b>Due Today</b>
<b>Tues.</b>				
<b>Wed.</b>				
<b>Thurs.</b>				
<b>Fri.</b>				

**Week 8**

<b>Date</b>	<b>Room</b>	<b>Activity</b>	<b>Homework</b>	<b>Due Today</b>
<b>Tues.</b>				
<b>Wed.</b>				
<b>Thurs.</b>				
<b>Fri.</b>				

**Week 9**

<b>Date</b>	<b>Room</b>	<b>Activity</b>	<b>Homework</b>	<b>Due Today</b>
<b>Tues.</b>				
<b>Wed.</b>				
<b>Thurs.</b>				
<b>Fri.</b>				

**Week 10**

<b>Date</b>	<b>Room</b>	<b>Activity</b>	<b>Homework</b>	<b>Due Today</b>
<b>Tues.</b>				
<b>Wed.</b>				
<b>Thurs.</b>				
<b>Fri.</b>				

**MARKING PERIOD GRADING FOR SECOND SEMESTER (ALL ENGLISH 12 CLASSES)**

3<sup>rd</sup> Marking Period = 40% of semester grade    The novel unit and Senior Project  
4<sup>th</sup> Marking Period = 40% of semester grade    Senior Project and Year-End Act.  
Final Exam = 20% of semester grade

*No extra credit*



## Senior Project

### “What is a Social Issue?”

#### **Introduction**

The goal of the Senior Project is to encourage students to explore an area of interest through active learning and participation. In order to ensure that your ideas are thoroughly considered and your final projects are thoughtfully crafted, the Senior Project must address a social issue that encompasses the scope of your actual project idea. This will ensure that your project has a global perspective.

#### **What is a social issue?**

According to *The Merriam Webster Dictionary*, an ‘issue’ is “a point or debate of controversy”, while the word ‘social’ means “relating to human society”. Hence, your Senior Project must address a point or debate of controversy of, or relating to, human society.

#### **How do I tie a social issue to my Senior Project idea?**

In determining how to tie a social issue to your Senior Project, you must first identify one or more social issues surrounding your area of interest. You must consider some of the major debates affecting your topic and decide which one most closely relates to your idea.

#### **Example of an idea and a relating social issue...**

Consider the idea of scuba diving. If you wanted to do your project on scuba diving, you would need to consider one of the social issues surrounding this hobby. One of today’s social issues happens to be the depletion or destruction of coral reefs from scuba divers walking on the coral underwater. So, you would research this social issue and determine what you can do during your project to resolve this problem.

#### **Assignment: So, what am I supposed to do?**

1. Begin by perusing some newspapers, paying special attention to social issues.
2. Select an article about a social issue that is of interest to you (does not have to be the topic you will focus on for the project) and cut the entire article out.
3. Summarize the article on a separate sheet of notebook paper and staple the article to the back of the paper.
4. Clearly **explain what the social issue is** in the article.
5. The article and summary are due \_\_\_\_\_.

## Social Issues

These are just a few of the thousands of social issues you could choose. These are general topics to act as a starting point for your own ideas. Each of these broad topics could be narrowed to multiple project ideas.

<ul style="list-style-type: none"> <li>○ Second class treatment of women in certain countries</li> <li>○ Homophobia</li> <li>○ Stereotypical jokes/campaigns</li> <li>○ Propaganda</li> <li>○ Affirmative action</li> <li>○ AIDS</li> <li>○ Coral reef depletion</li> <li>○ Racial profiling by police officers</li> <li>○ Welfare to work programs</li> <li>○ Violence in the media/news</li> <li>○ Class bias in standardized tests</li> <li>○ Alcohol and drinking age</li> <li>○ Animal rights</li> <li>○ Binge drinking</li> <li>○ Capital punishment</li> <li>○ Censorship</li> <li>○ Child labor</li> <li>○ Children's rights</li> <li>○ Civil rights</li> <li>○ Creation science vs. Evolution</li> <li>○ Drugs and drug abuse</li> <li>○ Drunk driving</li> <li>○ Environmental protection</li> <li>○ Teen parenting issues</li> <li>○ Social class and higher education relationship</li> <li>○ Petty theft hurting business owners</li> <li>○ Euthanasia and assisted suicide</li> <li>○ Famine</li> <li>○ Flag burning</li> <li>○ Gangs</li> <li>○ Gender issues</li> <li>○ Genetic engineering</li> <li>○ Global warming</li> <li>○ Government vs. religion</li> <li>○ Gun control</li> <li>○ Homelessness</li> <li>○ Immigration</li> <li>○ National Debate Topic</li> <li>○ Nuclear proliferation</li> <li>○ Organ and body donation</li> <li>○ Poverty</li> <li>○ Prayer in schools</li> <li>○ Racial profiling</li> <li>○ Sweatshops</li> <li>○ Terrorism</li> <li>○ Tobacco</li> <li>○ Violence</li> <li>○ Violence in schools</li> <li>○ Third world debt</li> <li>○ Free trade</li> <li>○ Behind consumption and consumerism</li> <li>○ Sustainable development</li> <li>○ Women's rights</li> <li>○ Human rights and justice issues</li> <li>○ Gambling addictions</li> <li>○ World population</li> <li>○ Family planning</li> <li>○ Gay, lesbian, and bisexual issues</li> <li>○ Government operations</li> </ul>	<ul style="list-style-type: none"> <li>○ Alternative medicines</li> <li>○ Housing</li> <li>○ Intellectual property</li> <li>○ Language</li> <li>○ Rap as an art form</li> <li>○ American political system</li> <li>○ High school drop-outs</li> <li>○ Gang violence</li> <li>○ The seatbelt law</li> <li>○ Insect disease</li> <li>○ Arson</li> <li>○ Teen homicide</li> <li>○ Safety in hospitals</li> <li>○ Hate crimes</li> <li>○ Unsafe driving practices</li> <li>○ Gas prices</li> <li>○ National debt</li> <li>○ Rules of the draft</li> <li>○ Idolization of professional sports or music industry</li> <li>○ Children being raised by grandparents</li> <li>○ Anger management for parents</li> <li>○ Academic stress</li> <li>○ Anxiety as disease</li> <li>○ Cure for certain illnesses</li> <li>○ Feminism issues</li> <li>○ Cleanliness and sanitation of restaurants</li> <li>○ Obesity in America</li> <li>○ Animal extinction</li> <li>○ Computer's taking over people's jobs</li> <li>○ Outsourcing jobs</li> <li>○ Unfair hiring/firing practices</li> <li>○ Littering</li> <li>○ Destruction of the natural beauty of the earth by man</li> <li>○ Chewing tobacco and gum disease</li> <li>○ Inadequate dental care for children of poverty</li> <li>○ Cost of prescriptions for senior citizens</li> <li>○ Young girls dressing provocatively</li> <li>○ Child safety</li> <li>○ Arms trade</li> <li>○ International criminal court</li> <li>○ War on Terror</li> <li>○ Military expansion</li> <li>○ Biodiversity</li> <li>○ Hazing</li> <li>○ Expense of college</li> <li>○ Lack of available jobs</li> <li>○ Minimum wage</li> <li>○ Abandoned homes in Detroit</li> <li>○ Loss of funding for schools</li> <li>○ School of Choice</li> <li>○ Political slaves in other countries</li> <li>○ Sex trafficking</li> <li>○ Human trafficking</li> <li>○ Credit card debt</li> <li>○ Unhealthy foods in cafeterias</li> <li>○ Recycling</li> <li>○ Older citizens</li> <li>○ Peace</li> <li>○ Child pornography</li> </ul>
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- o Race-ethnic-religious relations
- o Science and technology
- o Brainwashing
- o Transportation
- o Adoption of non-white children
- o Lack of foster parents
- o Student empathy toward learning
- o Babies born addicted to drugs
- o Importance of music in education
- o Over diagnosis of prescription drugs
- o Auto emissions and pollution
- o School dress codes
- o Cost of living
- o Sport fighting
- o Taxes
- o Spaying and neutering of pets
- o Diet pills that are dangerous
- o Postpartum depression
- o Verbal abuse in relationships
- o Raising dogs to fight
- o Difference in man/woman salary
- o Difference in man/woman sports salary
- o Nuclear and biological war
- o Arts in education
- o Misuse of disability pay
- o Animal experimentation
- o Cost of prison
- o Quotas for race in companies
- o The low stock market
- o Cost of college education
- o Cuts in school funding
- o Cloning
- o Illiteracy
- o Club drugs
- o Unions
- o Lake pollution
- o Women in the draft/ registering for selective service
- o Government money for armed forces
- o Re-opening the draft
- o School funding depending on test scores
- o Safety in housing projects
- o Low reaction times of urban firefighters/police officers
- o Child endangerment
- o Violence in music/T.V./movies/video games
- o Ebonics/AAVE
- o Political correctness
- o Socializing children for gender roles
- o Parent who don't pay child support
- o Single-parent households
- o Genetic engineering of food
- o Animal and nature conservation
- o Apathy
- o Church-state relations
- o Conspiracy
- o Disabilities
- o Accepted prejudice against obese
- o Water pollution
- o Cost of heating



# NETWORKING

\*Networking” means building and using a wide-ranging list of people who can help us in different ways.

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Surround yourself with a network of support and find success in life much faster!

If networking is the secret ingredient of success, why is it that we are often too proud or too shy to ask for this kind of help?

One answer is that some of us firmly believe successful people are self-made and self-sufficient. We therefore feel that we have to pull ourselves up by our own bootstraps and stand on our own two feet. If you’ve swallowed that myth, you’re probably been too busy struggling alone to notice that seeking support is not a sign of weakness. It’s the only route to long-term success.

*When you find a mentor for the Senior Project, you are networking.*

## **Your Success Team**

It’s a sure bet that no successful woman has achieved her goals without help from others. Although yachtswoman Ellen MacArthur was alone when she sailed round the world, she was supported all the time by a huge team of skilled professionals, relatives, and well-wishers. The highly respected TV personality Oprah Winfrey recognizes that she would not have achieved her current status without assistance. Her advice is, “You can’t do it alone – surround yourself with people who are going to lift you higher.” Wouldn’t it be wonderful if you had your own success team like Ellen and Oprah? Well, you can.

Every time someone gives you a helping hand, they may not realize it, but they are for that moment part of your team. Just consider all the times when you achieved something worthwhile with the help of others. If you passed exams at school or at university, the chances are that you had help from your friends. That’s networking.

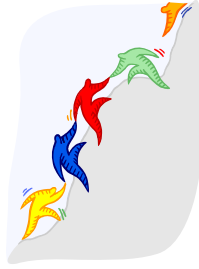
Seeking support is not a sign of weakness. It’s the only route to long-term success.

## **Better Networking**

As you plan your strategy for achieving your dream, think about how your contacts can help you. They can tell you about opportunities, teach you new skills, give you inside information or simply provide you with support to help you progress. It’s surprisingly easy to make new allies and get doors opened – just ask and you’ll be amazed at the things people will do to help.

*Remember: Be kind to each person you met, you never know when you will need her/his help in the future.*

# SENIOR PROJECT MENTOR VERIFICATION FORM



The top portion of this form is to be completed by the student.

Student's name: \_\_\_\_\_

English Teacher: \_\_\_\_\_ Hour \_\_\_\_\_

Mentor's Name : \_\_\_\_\_

\*\*\*\*\*

The bottom portion of this form is to be completed by the mentor.

I, \_\_\_\_\_ understand that by signing this form I am agreeing to mentor \_\_\_\_\_ in his / her pursuit to learn about \_\_\_\_\_. By no means am I responsible for completing this project for the student nor for his/her failure to complete this project. I am simply agreeing to assist in the learning process.

Mentor's signature: \_\_\_\_\_

Contact Numbers: ( ) \_\_\_\_\_ ( ) \_\_\_\_\_

Contact Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Email Address: \_\_\_\_\_

Note: Mentors, please feel free to contact \_\_\_\_\_ at

\_\_\_\_\_ if you have any questions or concerns.

*We thank you for your contribution to this project and hope to see you at the final presentation.*

Senior Project Proposal: Proposal presentation dates: \_\_\_\_\_

The first significant step in the Senior Project is deciding your “game plan,” why and how you plan to activate your idea and make your project come to life. The proposal is a very important tool for focusing your project and organizing your time. In addition, your proposal will serve as a contract between us. It will outline the content of your project and help you structure the guidelines you intend to follow.

The content of your presentation should address the following questions:

- What is your project about? Why did you select this particular avenue? Why is this project worth doing? How will it benefit you and others?
- Explain the resources that you will use to complete this project. Consider where you will find resources during your research. (The media center may not have everything you need.) Who will you use as sources for interviews and a mentor? (Remember, you can't use a family member or VHS staff as a mentor.) What other resources will you need to complete your project? Do you need to take a class, use a sewing machine, or buy expensive equipment?) How will you access them?
- Regarding your resources: if you plan to meet with someone, utilize their help, or take classes you must have contacted the person or organization and set up specific dates prior to your proposal presentation. If you are taking classes, bring proof that you are registered. This is to ensure that your project can move along after your proposal is accepted.
- What social issue will you address during your project? How does the social issue connect to your topic? How will your project impact the social issue that you address?
- What is your step-by-step plan to activate your ideas? How will this project come together? What will be your end product? How will you document your progress along the way?

In order to get your proposal accepted, you must present your plan to a panel that will consist of English teachers. For your presentation, you should be prepared to give an overview of your plan and answer questions about how your proposed project meets the requirements. Your proposal will be accepted or rejected depending on how well your plan for your project fits the guidelines. This is done to set you up for success before you begin your journey.

Important Project Information:

- The first student to get a proposal approved is the only student who can do that exact project.
- Only ONE element (skill, product, social issue, impact) of your project may be the same as someone else.

Topics to Avoid:

- The following projects have either been done many times or repeatedly failed in the past. We suggest that you don't choose these topics. If you choose one of these topics, understand that the standards may be higher as we will be able to compare your project to many past projects.

Overdone: obesity, knitting, crocheting, teen pregnancy, baby blankets, video-editing, premature babies, abortion, self-esteem, stress

Continually Unsuccessful: exercising, coaching, cutting hair, STD's, cooking / baking, graphic design

\*\*Your product may NOT be a brochure.

\*\*Your impact may NOT be informing the students at your Senior presentation.

## **Senior Project: Proposal Rubric**

In order to receive a grade in the range explained, all parts of the explanation must be met. If you don't meet one of the criteria, you will be drop down to the next grade.

**If ALL FOUR parts of the project are addressed, you will receive an A, B, or C.**

### **“A” range:**

To receive an “A” on your proposal, it must be spectacular. The presentation needs to be not only fully developed and detailed responses to all parts of the project, but it must be interesting, new, and well presented. Smooth transition form one part are explained well without prompting form the teacher(s). Your arrangements have all been made. An “A” is far about average on the proposal. (“A” is for “amazing” not “adequate”.)

### **“B” range:**

A “B” on your proposal means that your proposal is about average. The presentation needs to be fully developed, with detailed responses to all parts of the project. Transitions have been established between all four parts of the project. Most, if not all, arrangements have been made. The teachers have to ask few questions to clarify the project. A well-developed plan is presented for the entire senior project.

### **“C” range:**

A “C” means that you passed with an average proposal. A proposal that receives a “C” responds to all proposal questions. The four parts of the project are established, although some details may be missing. Transition and organization are present, but not as strong as a “B”. Some arrangements have been made. A plan is presented for the senior project. Some questions by teachers may be necessary to make sure all parts of the project are solid.

If one or more of the parts are missing, you will receive an “E”, and your proposal will be rejected until you resubmit it with all parts included.

### **“E” range:**

Any project that does not have four parts planned will not be accepted. You will resubmit your revised think sheet, and have it approved by your classroom teacher before you move forward with the project. This presentation lacks organization and/or transitions.

Name \_\_\_\_\_ Hour \_\_\_\_\_

### Senior Project Proposal Think Sheet



As you are preparing to present your proposal, it is vital that you have thought ahead and made the necessary arrangements **AHEAD OF TIME**. This sheet will help you organize your thoughts and aid you in presenting a clear and well thought out proposal. You must be able to answer the following questions before your proposal if presented. You will turn in this sheet *before your present* your proposal. You only need to address the top portion of questions at your proposal, although we will read and check the entire sheet.

What **social issue** is tied to your project? \_\_\_\_\_

How will you **impact** your social issue? \_\_\_\_\_

What **new skill / knowledge** will you be gaining? \_\_\_\_\_

What will your **final product** be? \_\_\_\_\_

Who will your **mentor** be? \_\_\_\_\_

What **arrangements** have you made ahead to time for your project?

\_\_\_\_\_

What are you pre-arranged plans to get together?

How will your document your progress along the way?

What arrangements have you made to learn your new skill (signed up for classes, etc.)?

What resources will you need for research beyond the BHS library?

What two people are you going to interview about your social issue? (These need to be arranged already and will be used for your research paper).

How will you document your interviews?

What is one creative way that you may present this project in the end?

**Please complete the backside of this sheet listing the four elements of your project.**

Social Issue (This is what you research...think unique, small, interesting)

Impact (Doing something to make a difference with your social issue)

New Skill (something you will learn to do)

Product (a physical product or demonstration of you new skill)

# Belleville High School Senior Project

\_\_\_\_\_’s Self Discovery Plan

My Senior Project is going to be a successful journey to self-discovery. I will prepare myself for this journey by researching the specific social issue of \_\_\_\_\_ . I understand that I may need to conduct research outside of school. I will also interview two experts on m social issue. These two experts will be \_\_\_\_\_ and \_\_\_\_\_. I will also have a mentor to assist me with my project. This will be \_\_\_\_\_.

I will be writing a \_\_\_\_\_ paged typed research paper in which I have a strong, focused \_\_\_\_\_ and use many \_\_\_\_\_ from reputable sources. I will give credit to others by citing sources within the paper and include a list of these sources at the end of the paper called a \_\_\_\_\_. The final copy will be due on \_\_\_\_\_ whether I am in school or not.

For my new skill, I will learn \_\_\_\_\_. I will learn this new skill by \_\_\_\_\_. I will demonstrate this skill at my final presentation with a product. My quality product that demonstrates work over time will be \_\_\_\_\_. I will show proof of my work over time by \_\_\_\_\_.

I understand that there may be some challenges in this project because I will be expected to be a \_\_\_\_\_ learner during this experience. I am taking a risk by \_\_\_\_\_. Some difficulties I foresee are \_\_\_\_\_, However, the rewards from the completion of the project will be \_\_\_\_\_.

After my hard work, I will present my project for \_\_\_\_\_ to \_\_\_\_\_ minutes. I will have all my work saved to the \_\_\_\_\_ before the day of my presentation as I realize that there will be no second chances if there are technical difficulties. Two people I plan to invite to my presentation are \_\_\_\_\_ and \_\_\_\_\_.

My well-rehearsed presentation will consist of a quality \_\_\_\_\_ with slides that cover the scope of my project and contain no \_\_\_\_\_ errors. When I have finished my presentation, I hope others will understand \_\_\_\_\_.

The final part of my Senior Project will be the final exam. This will be a \_\_\_\_\_ paper give on exam day in class.

When I have completed The Senior Project journey of self-discovery, I \_\_\_\_\_. For my next journey in life, I plan to \_\_\_\_\_.



All proposals have been evaluated. If it was not indicated that your proposal was accepted, you need to re-write your think-sheet and explain your changes in writing. I can only approve your proposal once you give this to me. Most of your ideas for the project sound great!

**The content of your paper should address the following:**

- Factual data that you discover through the books, articles and reading you find in the library. (Discuss the who, what, where, when, why and how.)
- It will also include the data you gather from your interviews with your two sources and/or mentor. (Discuss the information your sources reveal regarding your topic.)
- This paper should answer any and all questions you have regarding your topic. (Since your knowledge of your topic should be minimal, you should have a lot of questions that need answering!)
- By the end of the paper, any reader should understand all pertinent information and details regarding your specific topic.
- This paper should NOT be a book report on a general topic. Focus on a small and specific element of an issue. Make sure to find current, relevant information to include in your paper.

**The organization and form of your paper should meet the following criteria:**

- This paper should be written in third person narrative (no "I").
- Your writing should have a clear introduction, thesis, body and conclusion with smooth transitions from one idea to the next.
- Your paper must be between 4-6 pages (double-space), 12pt. Times Font and 1" margins.
- Your paper must include in-text citations and a works cited page (this is not included in the six pages).

**The following conventions of writing will be considered:**

- Overall style and effect of your paper
- Sentence structure
- Accurate punctuation and capitalization
- Correct grammar
- Spelling

Use your information on how to conduct and document your research. It is extremely important to use correct citation following the MLA guidelines.

**No in-text citation = not a research paper = score of 0**  
**Plagiarism = score of 0**



## Senior Project Thesis and Works Cited Draft Assignments

**Due:** \_\_\_\_\_

The thesis is the main point of your entire research paper. It should be direct, narrow, and clearly written. Everything you write in your entire paper must support your thesis. You will use your thesis as a guide for research and drafting your research paper.

Make sure you can check off each of the following requirements before you turn in your thesis.

- \_\_\_\_\_ My thesis is written in third person (no "I")
- \_\_\_\_\_ My thesis has specific subject and a limited focus (see below)
- \_\_\_\_\_ My thesis tells the reader what my entire paper will be about
- \_\_\_\_\_ My thesis is a statement (not a question or a general topic heading)
- \_\_\_\_\_ My thesis can be supported by facts and details from research
- \_\_\_\_\_ My thesis is about my Social Issue (problem) ONLY (not impact or project)

Here is a formula to help you write an effective thesis:

A specific subject (children suffering from malnutrition)  
 + A limited focus (life expectancy of these children)  
 equals an effective thesis statement

(Children suffering from malnutrition have little chance of long, productive lives.)

===== Write your one-sentence thesis below: =====

Your thesis: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Senior Project Works Cite Draft Assignment Due: \_\_\_\_\_ 30 points

check list:

- \_\_\_\_\_ ten or more sources (only 3 web sites), 2 personal interviews, 5 other sources (books, newspaper articles, pamphlets, etc.).
- \_\_\_\_\_ alphabetical order with no numbers
- \_\_\_\_\_ 2<sup>nd</sup> line indented in each entry
- \_\_\_\_\_ correct MLA Format
- \_\_\_\_\_ Every line double space
- \_\_\_\_\_ Works Cited written in top center, 12pt. Times font. Not underlined/bolded/italicized

**YOU WILL RECEIVE A BOOKLET WITH MLA SAMPLES, INSTRUCTIONS, ETC. - - USE IT CORRECTLY!**

Sample:

## Works Cited

- Amarnick, Claude. Don't Put Me in a Nursing Home. Deerfield Beach, FL: Garrett Publishing, 1996.
- Bua, Robert. The Inside Guide to American's Nursing Homes: Ranking and Rating for Every Nursing Home in the United States. New York: Warner Books, 2007.
- Burger, Sarah. Nursing Homes: Getting Good Care. San Luis Obispo: American Source Books, 2007.
- Carter, Leon. "Nursing Home Dangers." Detroit Free Press. 8 Apr 2002: 14.
- Johnson, Elise, Personal Interview. 24 September 2007.
- Kranz, Marian. The Nursing Home Choice. Boston: Branden Publishing, 2007.
- Nursinghomeabuse.com. About Nursing Home Abuse. 19 September 2007.  
<<http://www.nursinghomeabuse.com/brgil.html>>.
- Nursinghomerresource.com. Nursing Home Abuse and Neglect. 28 Mar. 2007  
<<http://www.nursinghomeabusecenter.com>>.
- Nysna.org. Position Statement on Patient Abuse. 27 March. 2003  
<<http://www.nysna.org/programs/nps/position>>.
- Silin, Peter. Nursing Homes: The Family Journey. Baltimore: The John Hopkins University Press, 2005.
- Tyra, David. Personal Interview. 25 September 2007.

Remember:

correct MLA format (every period matters), on own page, placed behind the last page, 12 Point Times font (including the title), all writing is double spaced (even within entries... no extra spaces between entries), alphabetical order, no numbers/bullets before entries, 2<sup>nd</sup> line is indented in each entry, the word Works Cited is centered in regular print at top of page, all entries are listed together (not separated by type or source), 10 or more sources – only 3 internet web page sources, 2 personal interviews, 5 or more other sources (books, magazines, newspaper articles, pamphlets, etc. – these may be found on-line and cited correctly).

## Senior Project Writing Plan

A writing plan, or outline, should be a detailed account of the content of your paper and the order in which that information will be organized. The more detailed the writing plan, the easier it will be to write your paper in an organized way. Everything in your writing plan and entire paper should refer to your specific thesis.

Directions: Complete every portion of the following detailed writing plan. You may need to add additional pages. This should be one of the most intensive step of your research paper and will require a great amount to time an planning.

Thesis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Title of paper: \_\_\_\_\_

I. Introduction: (write this as a complete paragraph below...underline attention grabber and thesis statement)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

II. Main Supporting Section 1 Topic: \_\_\_\_\_

A. 3 Specific Examples, details, or research Cited Source of Info.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

III. Main Supporting Section 1 Topic:

\_\_\_\_\_ A. 3 Specific Examples, details, or research Cited Source of Info.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

IVI. Main Supporting Section 1 Topic:

\_\_\_\_\_ A. 3 Specific Examples, details, or research Cited Source of Info.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Name \_\_\_\_\_ Author of paper \_\_\_\_\_

After editing the actual paper, you must fill out ALL columns with at least one complete sentence.

Item	Check if done	Comments / Suggestions
4-6 pages when typed		
unique title in 12pt font. Not underlined or bolded.		
Third-person (no informal/no I)		
Correct grammar, spelling, and punctuation.		
Numerous, correct in text citations		
Different sources cited in same paragraphs		
Strong thesis		
Intro., body, conclusion		
Transitions		
No long paragraphs 1 idea = 1 paragraph		
No plagiarism		
Quotes used if any exact words are used		
Cited Page: 10+ sources (only 2 web pages, correct format, title in 12pt.		
Info. from 2 EXPERT interviews, not personal experience		
Data from research		
Original thought (not a middle school paper/book report)		
Does not mention the Senior Project at all...focuses on social issue research ONLY		

The main suggestions I have for this paper are as follows:

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# My Senior Project Update

## Senior Project Journal Entry II

1. My greatest success in my senior project so far has been...
2. The biggest challenge I am going to face in order to succeed with my senior project is...
3. Please discuss (in a paragraph or more) what you have been doing to learn you new skill?
4. Please discuss (in a paragraph or more) what you have been doing/will do to impact your social issue?
5. What work have you done on your project? How will you present your product?
6. How have you been documenting your progress along the way? What have your been adding to your portfolio?

# Senior Project Final Presentation Overview

The final phase of the senior project is a Power Point presentation to a panel. Your ten to twelve-minute presentation will be given using a Power Point slide show. You are encouraged to incorporate pictures and scanned images into your slide show. You should make your presentation creative and interesting.

*\*The first thing you should do is read the grading rubric for the final presentation to see what is necessary to earn an "A" on your presentation.*

## **The content of your presentation should (not in any particular order):**

- Have a creative and interesting introduction and conclusion
- Give an overview of the social issue
- Describe the impact the project had on the social issue
- Describe and present your new skill and a quality product (with documentation of progress)
- Contain reflection (addresses personal thoughts processes and feeling throughout the process. Focuses on obstacles overcome and personal victories)
- Demonstrate creativity
- Explain and show documentation of progress within the time period

## **The organization and form of your presentation should meet the following requirement:**

- Slides should have only notes, not complete sentences
- Power Point slides show is neat and free of errors
- Effective use of graphics and animation
- Slides are easy to read/backgrounds do not distract from information

## **The following aspects of your presentation will be evaluated:**

- Nonverbal communication (i.e. poise, confidence, eye contact, not fidgeting, etc.)
- Verbal delivery (i.e. volume, pace, articulation, appropriate grammar, etc.)
- Evidence of practice (Avoid reading slides – even the titles)
- You should know your first and last lines by memory!

## Additional Presentation Guidelines

- Remember that you are encouraged to dress up and are required to act professionally during presentations. There will be numerous guests from the community who will be present. This should be the most impressive presentation of your high school career.
- Assume nothing! Make any and all request for special needs that you have for your presentation early. Technical difficulties will not be an excuse for not presenting at your schedule time. (This includes disks that won't work.) Make sure everything works ahead of time.
- **Portfolio:** combine all of the work you have completed for the project for the panel to view. This should have a nice cover, effective organization, and include all papers and journals that you wrote for the project. Put all documentation of progress (calendars, receipts, pictures, flyers for classes you took, letters proving you volunteered, etc.) in a portfolio. Do not include the senior project sheets that we typed. include an outline view printout of your Power Point slides.

# Presentation Tips for The Senor Project

(This by no means is everything, just some help)

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- This should be the most impressive presentation of your high school career.
- Read the Presentation guidelines and rubric over and over and over again.
- Strong introduction (attention grabber)
- Strong conclusion (leaves us thinking, doesn't simply end)
- Tons and tons of PRACTICE evident
- Save your PowerPoint multiple times / ways
- PowerPoint needs animation and pictures and no grammatical errors
- Technical difficulties will result in a lost of all PowerPoint points
- Be ENTHUSIASTIC
- Be professional (this is not the time to try to be a comedian)
- Reflect on the entire experience in your presentation
- Remember that the product is a big part of the grade
- No more that 4 minutes of video
- Keep your hands out of your pockets; don't chew gum
- Speak loudly, clearly, and slowly
- Avoid informal speech, slang, or improper language
- Don't read you slides: use them as a guide
- Make your portfolio look very professional
- Have only clean copies of your papers in your portfolio
- If you talk during presentations, you will have points deducted from YOUR presentation.
- You have put in the work, this is your time to shine
- Impress up; entertain us
- Make sure to talk about social issue, impact, skill learned, product, and reflection
- Show PROGRESS over the set time period
- You will be very disappointed in your grade if you don't have proof of progress
- Other teachers have signed up. Adults from the community will be there
- No show at exact times = score of 0 (Don't do this)
- *Figure out the first and last words you are going to say ahead of time*
- Be creative. Have fun.

On the day you present:

- Arrive to class early, have your portfolio out, have all work saved and sit in the first row of the presentation room.
- Have everything completely ready *before your presentation*.
- Have your presentation rubric filled out and in the front flap of your portfolio before class starts

We can't wait to see your presentation and be PROUD of your work!

Fill out this sheet out and place in the front pocket of your portfolio before your presentation. You will need this to receive a grade for your presentation.

Name \_\_\_\_\_ Teacher \_\_\_\_\_ Hour \_\_\_\_\_

Start time: \_\_\_\_\_ End time: \_\_\_\_\_

## Senior Project Final Presentation Rubric



**Social Issue:** \_\_\_\_\_/10

1. presents the problem in detail, using facts and statistics
2. demonstrates a strong understanding of the issue

**Impact:** \_\_\_\_\_/40

1. there is a strong impact on the social issue
2. there is clear evidence of the impact

**New Skill / Product** \_\_\_\_\_/40

1. **the new skill is apparent and shows steady work**
2. the product is directly tied to the new skill
3. the product / demonstration is shown to the class
4. the product / demonstration is of excellent quality
5. the product / demonstration shows exemplary effort for the entire span of the project

**Product Documentation:** \_\_\_\_\_/25

1. there is ample documentation of steady progress
2. there is ample evidence of the learning process

**Portfolio:** \_\_\_\_\_/25

1. the portfolio is organized and neat
2. it show documentation of progress throughout the project
3. contains thorough calendar for the entire project

**Slideshow:** \_\_\_\_\_/20

1. neat and free of errors
2. effective and appropriate use of graphics
3. use of animation (text and clip art)

**Presentation:** \_\_\_\_\_/30

1. poised and confident (good posture and avoids fidgeting)
2. maintains good eye contact
3. uses gestures (no hands in pockets and appropriate facial expressions)
4. appropriate volume and pace
5. articulate, appropriate grammar, sounds natural and lively
6. avoids reading slides or note cards
7. **Is between 10 and 12 minutes**

**Reflection:** \_\_\_\_\_/10

1. addresses personal thoughts processes and feelings throughout the process (focuses on obstacles overcome and personal victories, *not* grades, a checklist of what the project required, or validity of the project)

**Overall:** \_\_\_\_\_/15

1. shows enthusiasm for the project
2. great effort is evident
3. effective introduction and conclusion (does not end with that's it)

Total Score: \_\_\_\_\_ / 100

**Comments:**

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**Note:** if it is discovered that you lied or made up any part of the project, you will receive a zero for you entire presentation grade.

Name: \_\_\_\_\_ Hour: \_\_\_\_\_

## The Exit-Outcomes

### Senior Project Journal Entry III

Belleville High School has six (6) exit outcomes that seniors must meet in order to receive English credit. Throughout your experience in the Belleville School system, each of your teachers / coaches / club advisors has worked to help you meet each of the outcomes. Think back on each of your experiences with Belleville Schools, both inside and outside of the classroom, and write examples of how you have met each of the outcomes.

1. Self-directed learner:

2. Effective communicator:

3. Collaborative team member:

4. Problem solver:

5. Perceptive thinker:

6. Respectful of self, others, and the environment:

# English 12<sup>th</sup> Final Exam

## Senior Project: Reflection Paper

Your final exam is a reflection of your journey during the Senior Project. Focus on your reflection of the project rather than re-telling what you did. You will receive a zero on this exam if you did not complete the project.

### **The content of your paper should address the following:**

This paper should not read like a laundry list of responses to the prompts below. Rather, these are ideas to guide your reflection.

- Your initial attitude toward the project (briefly)
- Topic / product selection (briefly)
- Problems you encountered and their solutions
- Triumphs
- Changes in attitude / direction
- What you learned
- Description of final product
- Feeling about final product
- Preparation for presentation
- Other important experiences

### **The organization and form of your paper should meet the following criteria:**

- First-person
- Interesting, creative introduction
- Clear thesis underline
- Each paragraph should have a transition, topic sentence, and one main idea
- Between two and three typed pages

### **The following conventions of writing will be considered:**

\*\* Remember this is an English exam..the way you write counts!

- Overall style and effect of you paper
- Sentence structure
- Accurate punctuation and capitalization
- Correct grammar, usage and mechanics
- Focus and organization

# Final Exam

## Reflection Paper Rubric

- “A” range: The content of these papers includes fully developed and detailed responses to all of the reflection prompts. These essays are well organized and have smooth transitions from one idea to the next. The overall style and effect of the paper is impressive. The paper is well written with few, if any, minor errors. The paper is written as a first person narrative.
- “B” range: The content of these papers includes well developed responses to all of the reflection prompts. These essays are well organized and have smooth transitions form one idea to the next. The overall style and effect of the paper is good. The paper is well written with a few minor errors that do not interferer with the reading.
- “C” range: The content of these papers includes responses to all of the reflection prompts. These essays make an attempt at effective organization and transitions from one idea to the next. The overall style and effect of the paper is inadequate. The paper does not contain errors that are distracting.
- “D” range: The content of these papers includes responses to almost all of the reflection prompts. These essays lack effective organization and transitions form one idea to the next. The overall style of the paper is not effective. The paper may contain errors that are distracting.
- “E” range: The content of these papers does not include responses to many of the reflection prompts. These essays lack effective organization and transitions form one idea to the next. The overall style of the paper is not effective. The paper contains errors that are distracting.