Senior Project Guide

For

Colusa Alternative Home School

A guide for successfully completing your Senior Project

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Senior Project Timeline
SPRING Presentations
☑

January – *Project Planning*

_____ Write and Submit Thesis: statement/guiding question/paragraph which will identify and guide your project.

_____ Write and Submit Project Proposal (Letter of Intent)

_____ Submit *Parent Consent and Support* Form

_____ Find Mentor and Submit *Mentor Agreement* Form

_____ Arrange and Submit Plan for Project Hours

February – *Research*

_____ Visit CSUC Library

_____ Submit Outline/Notes/Annotated Bibliography for Paper

_____ Log Time on *Documentation of Hours* Form

March – *Writing*

_____ Submit Rough Draft of Research Paper

_____ Log Time on *Documentation of Hours* Form

April – *Writing*

_____ Submit Résumé

_____ Submit Final Draft of Research Paper

_____ Log Time on *Documentation of Hours* Form

May – *Presenting Your Project*

_____ Poster/Visual

_____ Speech/Oral Presentation of Project

_____ Portfolio: This will include your research paper, all required forms, résumé, documentation of hours, and notes for your speech.

Senior Project Timeline
FALL Presentations
☑

September – *Project Planning*

_____ Write and Submit Thesis: statement/guiding question/paragraph which will identify and guide your project.

_____ Write and Submit Project Proposal (Letter of Intent)

_____ Submit *Parent Consent and Support* Form

_____ Find Mentor and Submit *Mentor Agreement* Form

_____ Arrange and Submit Plan for Project Hours

October – *Research*

_____ Visit CSUC Library

_____ Submit Outline/Notes/Annotated Bibliography for Paper

_____ Submit Rough Draft of Research Paper

_____ Log Time on *Documentation of Hours* Form

November – *Writing*

_____ Submit Résumé

_____ Submit Final Draft of Research Paper

_____ Log Time on *Documentation of Hours* Form

December – *Presenting Your Project*

_____ Poster/Visual

_____ Speech/Oral Presentation of Project

_____ Portfolio: This will include your research paper, all required forms, résumé, documentation of hours, and notes for your speech.

Overview

This document provides you with a description of Senior Project requirements, the forms necessary to successfully complete these projects, and other information to help you complete your senior year of high school. It is of the utmost importance that you choose your Senior Project topic with great care and that the topic is of real interest to you. You need to also challenge yourself, making sure that your Senior Project experience is a learning stretch.

This is a three-part project. It will demonstrate your abilities to (1) research and write a thesis-based paper on a topic of interest, (2) complete a physical project related to your paper topic, and finally (3) make an 8-12 minute presentation about your Senior Project experiences to a formal panel composed of Colusa Alternative Home School staff, administration, and community members. Here is an overview of the three parts:

1. The Senior Project Research Paper – This is a thesis-based, 1500-word essay. The grade you earn will be a portion of your grade in English IV second semester. You must get your topic pre-approved by your teacher before you begin your research. To research your paper you will need to go on a field trip to Chico State University. You should also visit local libraries in order to complete your research.

2. The Physical Project – The project is an activity that will result in a tangible product and/or your ability to demonstrate what you have learned. You will pick a project through which you will: learn a new skill and be able to demonstrate it; do community service; do preliminary research for something you will study in college; or prepare for work after high school or college. You will be required to find a mentor to assist in this phase of your project. Your mentor will verify that you have spent <u>AT LEAST</u> 15 hours on your physical project.

3. The Oral Presentation – The final phase of your project will be an oral presentation before a board of three to five adults, who will be members of the Colusa community. You will make an 8-12 minute speech about your experiences with Senior Project and what you have learned. This presentation must include a Senior Poster which will provide information about your project. The presentation will also be an opportunity to demonstrate your public speaking skills.

In addition to these requirements, there are several forms which you must submit. In the Appendix you find parent consent forms which must be signed and given to your teacher before you begin your project.

Also in Appendix you will find a Mentor Agreement form and a Mentor's Verification of Hours, both of which are your responsibility to submit. The Documentation of Hours is for you to keep during the completion of your project and submit in your portfolio during your oral presentation.

Finally, if you would like to see examples of student work, you will also find these in the Appendix.

Your Senior Project Topic

Unlike a traditional research project assigned by the teacher, your Senior Project will be driven by what you chose. Perhaps the most important part of this project will come before your actual work begins. By choosing a topic that you are truly interested in and want to learn more about, you will make your research and work more relevant and interesting. On the other hand, by choosing a topic because it seems easy or convenient, your project will be a difficult chore which will be hard to enjoy. Put some time and energy into your choice of project and seek the advice of people you trust before making your decision.

Your project and paper must be related in some easily understood way. For example, if your project is to learn how to play the guitar, your paper could be on how music instruction in high school is crucial to academic success. Note that your paper must have a thesis (subject and opinion). It will also be completed using Modern Language Association (MLA) guidelines. You should already be familiar with MLA papers, and if not, you will need to work with your parent, teacher or mentor to master MLA formatting.

In order to ensure that your project will truly challenge you and make your work on this project serve you after you graduate, there are four general categories of acceptable Senior Project topics. Your Senior Project must involve one of the following:

1. Learning a new skill and being able to demonstrate it.
2. Performing community service.
3. Completing a project which involves something you may study in college.
4. Completing a project which involves something you may do for work.

Developing the Thesis Statement

Your Senior Project research paper is a thesis-based, 1500-word essay. You must get your topic pre-approved by your teacher before you begin. Writing a research paper can be boring and tedious if you chose a topic in which you have no interest. If you choose a topic that truly inspires you, completing the paper will be motivating and engaging work.

Your first step to the research paper will be developing a thesis statement. This is due early in your project timeline. Next, you will begin your research, taking notes, and developing an outline of your paper. When these steps are completed, you will begin your rough draft. This draft will be due mid-semester (check your timeline) and will be reviewed by your teacher. In May (or December for fall projects), your final draft is due and must be submitted in your portfolio.

The thesis statement defines the paper's focus and content. A well-written thesis is like a map; it will give your paper a direction. An engaging, clear thesis will help guide your thoughts, focus selection of your sources and direct which issues to address within your paper. There are four types of theses you may want to explore:

A. Exploratory/perspective…this thesis indicates an informative, exploratory perspective, representing a variety of viewpoints related to a particular issue. Example: *Though wood-framed homes are still the most commonly built, the construction industry has a variety of building material choices.*

B. Persuasive (maintains and supports a conclusion)…this thesis makes <u>a forceful statement using proof in an attempt to persuade or convince</u> the reader of a particular viewpoint or position. This type of paper requires objectivity, honest portrayal of evidence, and support for the position advocated. Example: *Evidence reveals much of the depletion of our forest clearly and directly depends upon the types of materials and techniques contractors and consumers choose to use when building structures.*

C. Comparison/contrast…this thesis compares and contrasts one 'thing' to another. Example: *Though many of the concepts used in building a straw bale structure are similar to those employed when building with wood, the design, heat efficiency and environmental 'friendliness' of the straw bale building are markedly superior.*

D. Problem/solution…this thesis informatively addresses a problem, previews several solutions, and then endorses one. Example: *With the threat of rapid depletion of our forests, building contractors and consumers need to understand alternative, environmentally sound building techniques.*

Your Senior Project Proposal: The Letter of Intent

Your project proposal is a critically important document. It details what you are interested in learning, how you plan to go about the research, and what you hope your outcome will be. You create your proposal by writing a Letter of Intent which contains:

1. An *Introduction*
   Your letter will begin with an introductory paragraph which describes who you are, tells briefly what your project is going to be about, and why you have chosen this project.

2. A preliminary *Research Strategy and Reading Proposal*
   The second paragraph will focus on your research paper. Cite what books and/or magazines you plan to read and document in your reading log (see Project Reading).

3. A proposed *Physical Project*
   The third paragraph will begin with a transition showing the relationship between your research paper and your physical project. In this part of your letter you will describe the finished product or the skill learned at the conclusion of your project.

4. An agreement with a *Project Mentor*
   This is where you will introduce the person who has agreed to be a resource for your project and who will guide you while you fulfill your requirement job shadow/community service hours. Briefly describe how you plan to fulfill these hours and what role your mentor will play.

5. A *Conclusion and Commitment*
   Your Letter of Intent should conclude with a statement of your commitment to learning. Such a commitment will explain your understanding of plagiarism and its consequences.

Proposals are word processed and submitted to your teacher for approval. If not approved, you will be given guidance and direction to improve it. You will find examples of the Letter of Intent in the Appendix.

If you pick a topic and project that you are passionate about, and plan with enthusiasm, your project should be approved with some guidance. Your proposal must be submitted <u>and approved</u> by the end of January (or September for fall projects).

The Project Mentor

There are many aspects of your project that a teacher, parent, friend or guardian, may be able to help you with, but there will be some elements which will require the aid of an expert. For that reason, you will need to find a project mentor.

Your mentor is an integral part of your Senior Project experience. Ideally, you will find a member of the Colusa community (not a family member) who is knowledgeable in your topic field. It is required that you spend time with your project mentor in order to get an expert's perspective on the topic of your project.

The relationship with your mentor is important. Treat your mentor with respect and professional courtesy. Be certain that you attend scheduled meetings, come equipped with accomplishments and needs, and be ready to share your excitement.

When you have found a project mentor, your first meeting should include the following tasks:

1. Review and sign the Mentor Agreement form. (See Appendix)
2. Give your mentor a copy of the Project Mentor's Verification of Hours. (See Appendix) This will be due in May (December for fall projects) when you submit your portfolio.
3. Share your Thesis Statement and/or Letter of Intent which will help inform your mentor of your project.
4. Discuss your ideas, and LISTEN to the suggestions and ideas that your mentor may present. Take notes. Always be sure to thank your mentor for his or her time at the end of your meetings.

The Research Paper

As part of the research for your project, you will be expected to read at least three different sources of material related to your topic. Your reading may come from a variety of sources and must be documented through the use of source cards and an annotated bibliography. You will also be required to keep a bibliography of your project reading, to be included in your Senior Project Paper under the heading "works consulted."

You have two choices when choosing your project reading:

If your physical project and paper subject allow, you may read a book approved by the Senior Project coordinators that relates to your topic. You will be required to complete source cards and an annotated bibliography.

If your project and paper topic make it difficult to find an appropriate book (i.e., welding), then you may read magazines, manuals, and how-to books as your project reading. You should plan to read at least 200 pages from at least 3 different sources. You will demonstrate that you have completed the reading assignment by creating source cards or an annotated bibliography of your reading sources.

As you research, take notes on your sources. Somebody went to a lot of trouble to gather the information you are using. The author might have spent months at the bottom of an ocean risking life and limb observing sharks. He/she might have spent years traveling from city to city to gather data. Whatever the case, remember this person worked harder to find the information than you did. So, give credit where credit is due. (See Annotated Bibliography section for more information.)

You must document all information you take from other sources. This includes direct quotations and paraphrases as well as ideas you gained from these sources. However, there is some information that is referred to as public domain, or common knowledge, which doesn't need to be documented. Examples of public domain include well known phrases or proverbs such as, "What goes around comes around." It also consists of such common knowledge as, "George Washington was the first president of the United States." However, caution should be followed. If you are in doubt about whether something is public domain or not, it is best to cite it.

The less research information you have, the less you will be able to write about your research topic, and therefore, the more you'll find yourself relying on another author which may lead you into plagiarism.

Document all information you gain from primary and secondary sources!
Be aware of your sources as you collect information. You should note what type of source you are using when you complete your annotated bibliography.

Primary resources include:
- interviews you conduct yourself (in person, on the phone and online)
- surveys you have taken
- a scientist's actual notes
- a work of literature
- an autobiography

Secondary resources include:
- textbooks
- articles
- reference books
- literacy criticism
- any writing discussing any primary source

Annotated Bibliography
An annotated bibliography is a fancy way to say a bibliography with notes about what you read. Keeping track of your sources as you go will make citing your research a great deal easier when you type your paper and bibliography.

The MLA has a special format that this must fit as well. In the Appendix are various pages to support and guide you. There you will find a sample and explanation of an annotated bibliography as well as a template you may use to organize your information. This template may be used instead of source cards. You will need a copy of the template or a source card for each of your sources.

Much of your research may be conducted in libraries or online. There is a list of local libraries included in this packet which may help you in your research. Also, remember that information you find online must also be cited. Be sure to complete a source card or annotated bibliography page for each online source.

Local Libraries

Your school library and librarian are here to assist with your research. Ask for help. We have a wealth of information on numerous topics and are prepared to get the information you need. Our subscription databases and print collection exceed the resources of most local libraries.

Below is a list of local libraries. They may assist you in your search for information pertaining to your Senior Project. Be sure to call to check ahead regarding hours and directions before making a trip. Many of their catalogues are available online, so an idea of the sources available on your topic may be accessed from school or home. Generally, hours and directions can be found online as well.

Colusa High School Library
Web site: www.colusahigh.org

BUTTE COMMUNITY COLLEGE LIBRARY: 895-2596
Web site: www.butte.cc.ca.us/library/

BUTTE COUNTY LIBRARY (IN CHICO):   891-2761
Web site: www.buttecounty.net/bclibrary/

CHICO STATE LIBRARY: 898-5720
Web site: www.csuchico.edu/library/

COLUSA COUNTY LIBRARY: 458-7671

SACRAMENTO STATE LIBRARY: 916-278-5981
Web site: library.csus.edu

SUTTER COUNTY PUBLIC LIBRARY (IN YUBA CITY):   741-7137

U.C. DAVIS LIBRARY: 752-6561
Web site: www.lib.ucdavis.edu

YUBA COMMUNITY COLLEGE LIBRARY: 741-6755
Web site: www.yuba.cc.ca.us/district/library/index.htm

YUBA COUNTY PUBLIC LIBRARY (IN MARYSVILLE):   741-6241

The Physical Project

The physical project is an activity that will result in a physical product and/or demonstration. You will pick a project for which you will: learn a new skill and be able to demonstrate it, do community service, and complete a project which involves something you may study in college or do for work after high school or college. You will be required to find a mentor to assist in your project. The mentor will verify that you have spent AT LEAST 15 hours on your physical project.

Things to Consider:

1. Most important: As with your paper, the key to success and enjoyment is to choose something you want to do. This is a great opportunity to stretch and challenge yourself to achieve something you may have never before considered possible!

2. Remember that the "physical project" is not necessarily the same thing you write about in your paper. It must be related to your research paper topic. Example: Research paper thesis is "Alternative Building Techniques Save Money and the Environment" and the physical project might be to build a structure using alternative building techniques.

3. How much will your physical project cost? Is it worth it?

4. Carefully consider time. How much time will it take to do a quality job? Do I have other classes and grades to keep up? Will I be able to budget my time and stay on top of everything? The minimum hours for this project are 15, but most seniors spend considerably more time.

5. Do I need to start earlier than the timeline suggests? Can I complete everything and meet all deadlines within the semester?

6. All projects require teacher approval. Some projects may require prior written parent and administrative approval.

7. Choose a good mentor—one who is willing to spend the time to work with you and to monitor your progress, and one who has genuine expertise in the area. Your teachers, peers and parents are not considered senior project mentors.

8. Your mentor must verify in writing the hours spent on your personal project. You will also need tangible evidence of your work. At a minimum, consider keeping a video or photo record. You will also be keeping a weekly log of your activities while working on your physical project.

The Portfolio

Your portfolio represents an organized and thorough binder documenting your Senior Project learning journey as well as meeting a number of purposes:
1. Provides the judges with a firsthand look at your Senior Project.
2. Establishes a first impression of who you are.
3. Offers you an overall perspective of your Senior Project
4. Allows you to plan a purposeful and powerful Senior Project speech with plenty of support.

You will include the following items for your Senior Project portfolio:
1. Table of Contents
2. Letter of Intent (Your initial proposal)
3. Resume
4. Clean/Unmarked copy of your research paper
5. Project verification forms (mentor form, checkpoint, & verification)
6. Photos and other items to show your physical project

You should work on your portfolio progressively and avoid that last minute stress of racing around trying to find pieces of work you completed months ago and need to find, refine and put in your portfolio. Remember, your portfolio is like an introduction of yourself to someone and, like this first introduction, forms a first impression. Because of this, think quality. Your portfolio needs to be organized (all pages must be appropriately numbered and correspond accurately to the page numbers listed in your table of contents); it also should be interesting to preview and graphically engaging.

Remember, this portfolio represents you and all your hard work. Put your best foot forward. Create not only a history of your Senior Project that is interesting to look at, but one which you will want to keep long after your Senior Project is over. Many students say the Senior Project, though lots of hard work, represents one of the most meaningful high school experiences in which they have ever been involved. With that in mind, design a portfolio which celebrates and records your Senior Project efforts, successes, and accomplishments.

P   *Checklist:*

o

r   1. ____Cover Page

t   2. ____Table of Contents

f   3. ____ Letter of Intent

o   4. ____Resume

l   5. ____Research Paper

i   6. ____ Verification Forms

o   7. ____ Other (Extra Credit)

The Senior Project Poster An important el ement of your presentation is your Senior Project Poster. The poster will be displayed at your Senior Presentation in May (December for fall projects). This activity will allow you to visually display your Senior Project to the school and the community as well as guide your presentation, if you choose to use it in this way. It should be well crafted, creative and aesthetically pleasing.

Before you start:
        1. Visualize what the poster is to accomplish.
        2. Write out two or three sentences describing the poster.
        3. Sketch the poster.
        4. Discuss/share ideas with the Senior Project Coordinator.

Creating a rough draft poster:
        1. Consider the type of lettering to be used.
        2. Consider the spacing of the letters.
        3. Consider the types of illustrations that will be used (Drawings, cut-outs, pictures, tracings, etc.).
        4. Consider what colors you will use.

Creating a Final Poster:
        1. You should have your name clearly visible on your poster.
        2. You should have your project title on the poster.
        3. You should check your work for correct spelling and neatness.
        4. You should craft the poster well enough so that it is organized,

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ou should not use the
services of a shop, printer
or any professional sign
designer.

6. It must be able to be
hung as a poster or displayed on
a table.

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Presenting Your Project

Your Senior Project presentation is the culmination of many months of work related to your Senior Project paper and project. This speech allows you to share the information and skills you have learned with an interested audience. It is a great showcase for you; you are now a new expert on the topic. No one has ever completed your Senior Project in exactly the same way you did. The judges are waiting to hear you discuss your research paper and the knowledge you have gained from the project phase. They will want to hear some evidence of self-growth and how your project was a learning stretch. Follow the steps below and you will have some ideas to include in your speech. This is your chance to show off and shine.

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

1. How do your paper and project connect?
2. What emotions did you experience as you worked through the paper and project? (anger, excitement, pride, frustration?)
3. What problems did you encounter? (money, time management, skill deficiency, lack of resources?) Explain.
4. What personal growth did you gain from the paper and project? What self knowledge did you gain? What knowledge of the topic did you gain?
5. How did the project influence your plans for the future?
6. What Senior Project advice would you pass on to next year's seniors?

Step 2: Plan your Delivery

1. Organization – Jot down ideas on separate 3 X 5 cards and arrange them in a logical and interesting order. (Note to remember: try to make your speech unique by not following this common organizational format. Many students write a few cards on the project phase, and the last part of the speech will include a few cards on their self growth. This organizational format is not bad, but many speeches will follow the same pattern. Why not be a little more sophisticated, and blend the research and self growth ideas smoothly into the narrative and discussion of what you did on the project phase?)
2. Slip blank cards into spaces where a visual aid is needed.
3. Add blank cards for the introduction and the conclusion.
4. If you have a project that can be displayed, jot your ideas for that on another card, i.e. photographs.

5. Plan your introduction. The introduction should:

  a) Grab attention
  b) Make the topic thesis clear
  c) Take no more than 60 seconds. Consider using quotations, readings, dramatics, jokes, surveys, demonstrations, or questions.

6. Plan your conclusion. A good conclusion should:
  a) Restate topic/thesis
  b) Leave the audience thinking
  c) Take no more than 30 seconds

7. Plan the display of your project. Will it be an on-going, integral part of your speech, such as a slide show? Will it be part of your introduction? Happen after conclusion? Will you wear it? Sit on it? Serve up samples?

8. Plan your visual aids.

9. Make sure your teacher knows what audio/visual equipment you will need.

10. Look at each idea card and fill in details, colorful anecdotes, and factual information.

11. Place all cards back in order and begin to practice your speech.

Step 3. Plan and Practice your Speech

1. Eye contact- This is extremely important. Practice often enough that you only need to glance occasionally at your cards. Remember, this is a friendly audience. Your peers and the judges are supporting you. You need the reinforcement that their encouraging expressions will give you. Look at them. True communication happens with the eyes. A speech without eye contact is only half of the speech.
2. Posture- Stand proud. You have a right to be. You have accomplished a great deal.
3. Voice – Your voice needs:
  a) to be loud enough to be heard
  b) to vary appropriately in pitch and tone
4. Gesture – Use your hands to make a point. Gesture should be natural and spontaneous, not choreographed and mechanical.
5. Props – Plan and practice using any props you will need.

Step 4. Prepare for questions. There is no way to know for sure what the panel members will ask you, but you can make some educated guesses, and that process will provide you with the confidence and clear-headedness to take on any queries. Practice answering some of the following questions.

1. If you were a judge listening to your speech, what would you want to know?
2. What would you like people to ask?
3. What unusual qualities does your project have?
4. What part of your paper might make people curious?
5. What controversial topics, if any, do you touch on?
6. Why did you choose this topic?
7. Who helped you and how?
8. How did you finance it?
9. How much time did you spend?
10. How do you intend to use the ideas you have learned in the future?

How to Answer Questions like a Professional

1. Look at the person who asks you a question.

2. Don't answer with short, "I dunno," or "Oh yeah" responses. Instead, put your answer into the context of the question. For example: Question: "What did you gain from this experience, Todd?" Answer: "I gained so much from the Senior Project experience, Mr. Brown (It's impressive when you remember names). One of the things I learned was patience. I never knew it would take so long to rebuild the engine. Waiting for parts was one of my biggest frustrations. I also learned….

3. Look around and smile. Eye contact is important.

4. If you do not know an answer, don't try to fake it. Instead, you might reply "That's a good question. I did not cover that in my research but would like to find out about it. Thank you."

5. At the conclusion of the question and answer period, look at the judges and thank them for their time and interest.

Reflecting on Your Learning

You have completed your research, writing, project, and now your presentation is a memory. Before it all fades away we want you to reflect one last time on your project, your learning, and yourself by writing a *Reflection Paper.* Please consider the following prompts in your writing:

- What have you learned about yourself through finishing this project?
- What were your greatest strengths?
- What did you do when things became difficult?
- Where did you really have to push yourself?
- What else did you find out about yourself?
- How do you intend to use the skills and knowledge you've gained?
- How have you demonstrated your skills as an independent learner?
- What parts of your learning can you imagine transferring to your college/university or future work experience?

Consider your audience when you write. Your mentor and the Senior Project coordinators will certainly read it. It may be shared publicly at Exhibition Night and shared with next year's seniors.

Appendix

The following pages may be used to support and guide you as you complete your Senior Project.

You will find the following documents:

- Forms to help you organize your information as you write.

- Student examples of work.

- Grading rubrics.

- Permission slips.

- Verification forms.

Your parent, mentor or teacher may help you decide which of these pages will be most appropriate for you to use.

Annotated Bibliography

Myers, Stephen. <u>A Survey of Medieval Musical Instruments</u>. New York:

  Harper and Row, 1986. Pp. 1-50.

The annotated bibliography begins with a proper bibliographic

reference, just as you would list it on your Works Cited page. Doing this

correctly will save you time later! You may also want to make a note to

yourself such as *the article from The Sacramento Bee* or *mom's book on*

nutrition from the library.

The **Summary** is where you will briefly describe the information. Be

sure to give enough detail to prove that you actually read the pages

you are claiming to have read. In the **Key Points** area, note important points

about the work which relate specifically to your project.

Under the **Critical Analysis**, note shortcomings. For example, is the

book/periodical/electronic source too old to really be up to date? Mentioning

this will let the reader know you have thoughtfully conducted your research.

Annotated Bibliography
(To Shape Research Notes)

1. Reference: _____
   (MLA Format)
                 _____

                 _____

2. Notes about source: _____
   (Primary or secondary source; where you found the information; other notes to help you remember this source.)

3. Summary:

_____

_____

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4. Key Points:

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_____

5. Critical Analysis:

_____

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_____

PRELIMINARY RESEARCH OUTLINE

What is the question that will guide your research?

Break this question down into subjects & subtopics:

What are the Main Subjects you will research?

    1.

    2.

    3.

    4.

    5.

What are the subtopics of the main subjects above?

    1.

        a.

        b.

    2.

        a.

        b.

    3.

        a.

        b.

    4.

        a.

        b.

    5.

        a.

        b.

Shaping Form for Research Paper

Paragraph 1: Thesis

1. Hook

_____

_____

2. Scope: What your WHOLE paper is going to be about.

_____

_____

3. Thesis

_____

_____

Paragraph 2: First Subtopic

Topic Sentence (TS)

_____

_____

Concrete Detail (CD)

_____

_____

Commentary

_____

_____

Commentary

_____

_____

Concluding Sentence (CS)

_____

_____

Paragraph 3: Second Subtopic

Topic Sentence (TS)

_____

_____

Concrete Detail (CD)

_____

_____

Commentary

_____

_____

Commentary

_____

_____

Concluding Sentence (CS)

_____

_____

Paragraph 4: Third Subtopic

Topic Sentence (TS)

_____

_____

Concrete Detail (CD)

_____

_____

Commentary

_____

_____

Commentary

_____

_____

Concluding Sentence (CS)

_____

_____

Paragraph 5: Third Subtopic

Topic Sentence (TS)

_____

_____

Concrete Detail (CD)

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_____

Commentary

_____

_____

Commentary

_____

_____

Concluding Sentence (CS)

_____

_____

Concluding Paragraph

Topic/Summary Sentence (Restate your thesis.)

_____

_____

Commentary

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_____

Commentary

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_____

Commentary

_____

_____

Concluding Commentary

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_____

Citing Work – MLA Style

Books

The basic form for a book citation is:

Lastname, Firstname. <u>Title of Book</u>. Place of Publication: Publisher, Year of Publication.

Book with One Author:

Gleick, James. <u>Chaos: Making a New Science</u>. New York: Penguin Books, 1987.

Henley, Patricia. <u>The Hummingbird House</u>. Denver: MacMurray, 1999.

Book with More Than One Author: First author name is written last name first; subsequent author names are written first name, last name.

Gillespie, Paula, and Neal Lerner. <u>The Allyn and Bacon Guide to Peer Tutoring</u>. Boston: Allyn,

2000.

Wysocki, Anne Frances, et al. <u>Writing New Media: Theory and Applications for Expanding the</u>

<u>Teaching of Composition</u>. Logan, UT: Utah State UP, 2004.

Wysocki, Anne Frances, Johndan Johnson-Eilola, Cynthia L. Selfe, and Geoffrey Sirc. <u>Writing New</u>

<u>Media: Theory and Applications for Expanding the Teaching of Composition</u>. Logan, UT: Utah

State UP, 2004.

Book by a Corporate Author or No Author: A corporate author or a title may be used to list the book. A corporate author may be a commission, a committee, or any group whose individual members are not identified on the title page:

American Allergy Association. <u>Allergies in Children</u>. New York: Random, 1998.

<u>Encyclopedia of Indiana</u>. New York: Somerset, 1993.

Magazines

The basic form for an article in a magazine is:

Author(s). "Title of Article." Title of Periodical Day Month Year: pages.

Cite by listing the article's author, putting the title of the article in quotations marks, and underlining or italicizing the periodical title. Follow with the date and remember to abbreviate the month.

Examples:

Poniewozik, James. "TV Makes a Too-Close Call." Time 20 Nov. 2000: 70-71.

Buchman, Dana. "A Special Education." Good Housekeeping Mar. 2006: 143-8.

Electronic Sources

The basic style for citations of electronic sources is:

Name of Site. Date of Posting/Revision. Name of institution/organization affiliated with the site

(sometimes found in copyright statements). Date you accessed the site [electronic address].

Here are some common features you should try and find before citing electronic sources in MLA style. Always include as much information as is available/applicable:

- Author and/or editor names
- Name of the database, or title of project, book, article
- Any version numbers available
- Date of version, revision, or posting
- Publisher information
- Date you accessed the material
- Electronic address, printed between carets ([<, >]).

Web Sources

Web sites (in MLA style, the "W" in Web is capitalized, and "Web site" or "Web sites" are written as two words) and Web pages are arguably the most commonly cited form of electronic resource today. Below are a variety of Web sites and pages you might need to cite.

It is necessary to list your date of access because web postings are often updated, and information available on one date may no longer be available later. Be sure to include the complete address for the site. Here are some examples:

The Purdue OWL Family of Sites. 26 Aug. 2005. The Writing Lab and OWL at Purdue and Purdue

    University. 23 April 2006 <http://owl.english.purdue.edu>.

Felluga, Dino. Guide to Literary and Critical Theory. 28 Nov. 2003. Purdue University. 10 May

    2006 <http://www.cla.purdue.edu/english/theory>.

A Page on a Web Site

For an individual page on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites. Make sure the URL points to the exact page you are referring to, or the entry or home page for a collection of pages you're referring to:

"Caret." Wikipedia: The Free Encyclopedia. 28 April 2006. 10 May 2006

    <http://en.wikipedia.org/w/index.php?title=Caret&oldid=157510440>.

Stolley, Karl. "MLA Formatting and Style Guide." The OWL at Purdue. 10 May 2006. Purdue

    University Writing Lab. 12 May 2006

    <http://owl.english.purdue.edu/owl/resource/557/01/>.

Note: Individuals using Wikipedia should use the "cite this article" link located in the "toolbox" area on the right side of the navigation. The link will provide a stable URL that wikipedia recommends using when citing.

Special Warning for Researchers Writing/Publishing Electronically

MLA style requires electronic addresses to be listed between carets. This is a dangerous practice for anyone writing or publishing electronically, as carets are also used to set off HTML, XHTML, XML and other markup language tags (e.g., HTML's paragraph tag). When writing in electronic formats, be sure to properly encode your carets.

    Global Warming. 2007. Cooler Heads Coalition. 24 May 2007

    <http://www.globalwarming.org/>.

SAMPLE: Letter of Intent

January 1, 2008

Colusa Alternative Home School
745 Tenth Street
Colusa, CA 95932

Dear Ms. Imhoff:

My family moves around a lot. We have never owned a house, but I would sure like to someday. We keep moving so they can keep working and paying the bills. When I was little, all the moving and changing schools was hard. Also, with all the moving sometimes I missed some of the skills I should have learned. My parents always talk about how important education is since they both have only high school educations. I watch them struggle, see how difficult is to keep things going for our family and know I want more than that in my life.

For my Research Project I am going to focus on the housing industry. I will research alternative building techniques and determine which are not only the most energy efficient but cost effective as well. Though I have done some limited reading in this area, I do not really know much about it. I <u>do not</u> think wood framing is the way to build homes of the future. I believe homes need to be more energy efficient so I plan to read <u>Green House</u> which is a *Fine Homebuilding* publication about energy efficient housing. Also, I plan to research using the Internet. I have already checked out the Internet and found information about alternative building materials. Mr. Colson suggested the local Builder's Association as another source. I found their address and plan to contact them. One of my biggest problems may be selecting which information to use, not the lack of information. Actually, in spite of all the work ahead of me, I am excited about what I am going to do. If I have my way, someday I will not only have my contractor's license, but I will have my own company. I know when I put my mind to it; I can just about accomplish anything.

For my Physical Project I plan to actually build a structure using alternative materials. I have never done anything like this. My research and my mentor will help me. My hope is that I can find someone who wants a storage shed and would be willing to have it built out of alternative building materials. Once I find this person I will try to convince him/her that I should be the one to build the shed. Then I plan to run a cost analysis and charge him/her for the materials. What would be super neat is if he/she would pay me for my labor as well as the materials! Also, Riverview Community College advertised an evening class actually called Building Structures with Straw Bales. I plan to enroll in that class.

I saw an article in the newspaper about female building contractors and contacted several of them to see if one of them could help me. Myra Livingston got back to me and said she would help me. I will be job shadowing her in March. With my job shadowing hours, my research paper, and building a structure I know that my time involved in the Senior Project will be well over 100 hours.

I have no intention of cheating on any part of my Senior Project. Not only do I not want to threaten my graduation by being stupid, but I really am interested in my project and want to learn everything for myself. I figure if I work hard, ask for help when I need it and do my best, I will do just fine. When I walk at graduation, it will be with pride and dignity. I do not want anyone to think of me as a cheater. Trust and reputation are important to me.

Sincerely,

Ramona M. Rivera

Ramona M. Rivera

SAMPLE: Letter of Intent

January 2, 2007

Colusa Alternative Home School
745 Tenth Street
Colusa, CA 95932

Dear Mr. Colson:

My Name is Matthew Smith. I am 17 Years of age. I was born in Yuba City. When I was 4 my family had gotten bigger, so we moved to Colusa. Growing up my mother was home most of the time. She was a housewife and spent all her precious time with her 4 kids. My father was a workingman and our family meant everything to him. He owned his Construction business witch provided our family with all the stuff we needed. I have always struggled in school, but my education went crashing downhill my freshman year: new teachers, courses, and just when it couldn't go worse my father was diagnosed with cancer. I struggled and most of it was because of the fact he was always on my mind. He passed away September 1st, 2006. Now it feels like getting my education and moving on with my life is not only what my dad would want, but is also what I want. So, for my Senior Project I have decided to research Diesel Auto Mechanics.

   For my research I am going to study all I can about my Topic. I will compare the differences between Gas motors and Diesel. I will also research the efficiencies of Diesel, and how it has changed and is going to change.

   For my Physical Project I will be getting more information from my mentor. My mentor is a Technician from Hoblit Motors and he will be teaching me about the differences between Gas and Diesel, what all of the different parts of the engine are and what they do.

I have no intentions in copying to complete my senior project. Because this is the most important project that I need to do in order to complete my schooling, I will do my best on this project. It means a lot to me. Cheating on this project is just a waste of time and potential learning.

Sincerely,

Matthew Smith

Matthew Smith

SAMPLE: Research Paper

Tracy Garcia

Mrs. James

English IV – Senior Project

15 August 2010

In the Radiology Field

Radiology is used in hospitals everyday. Radiology has interested me since my x-ray appointments that I have every year. Being in a career with Radiology is what I would like to do. Radiology has many different jobs available, interesting history, and also risks from the radiation. The discovery of Radiology x-rays was discovered by Wilhelm Conrad Roentgen in 1895. "In 1895 Roentgen began experiments at a University of Wurzbury with an electric current flow in a partially evacuated glass tube (known as a cathode-ray tube)" (Radiology 54). When a piece of barium platinocyanide was in line with the tube he noticed it gave off light. His theory was that the fluorescence was caused by the interaction of electrons striking the tube's glass wall. He then called the mystery x-radiation, or x-rays. "Further experiments revealed that x-radiation produces an image on photographic plates and penetrates many materials such as paper, wood, certain metals, and living tissue" (Radiology 68). This was the first time in history for physicians to be able to see inside the body without surgery. The discovery of x-rays spread quickly throughout Europe and the United States. "After the discovery of x-rays one of the first imaging improvements was the fluoroscope" (Radiology 77). It was a tube with a fluorescent screen and an eyepiece at different ends of the tube. Then when a body part was placed between the x-ray tube and the screen, a picture formed, even inside a lighted room. There were newspapers that

wrote that x-rays wouldn't be necessary because of accurate images from fluoroscope but history proved them wrong, people need x-rays. Clearly, the history of x-rays made a big difference to the future discoveries with Radiology.

The CT was discovered in 1972. "British engineer Godfrey Hounsfield of EMI Laboratories in England invented CT in 1972" (Careers 23). He was awarded the Nobel Prize and honored for his contributions to medicine and science. The CT combines x-ray images with a computer. By taking many x-rays of the same area with slightly different angles the computer could combine x-ray information together and make cross-sectional images. "Godfrey Hounsfield made a prototype in 1971 and the following year tried it out on a patient" (Radiology 32). 1975 is when the CT scanners were first installed. Head scanning was the main part for a CT scan. Then in 1976 larger patient openings were made for the whole body. It use to take hours to make raw data for a single scan and days to reconstruct one image from it. During its 25-year history, CT has made great improvements in speed, patient comfort, and resolution" (Radiology 214). CT scans have great images of diagnostic quality with low Radiation. All in all, CT history was a brilliant discovery with Radiology.

In 1967 was the first usage of MRI. "The first clinical use of MRI took place in Nottingham University Hospital in 1967" (Radiology 145). But these images came out with poor quality and wasn't usable. In the 1980's the quality of the image improved by the computer and magnet technology and the clinicians were very impressed. Now CT scans had images of the brain and spinal cord" (Radiology 184). Pictures taken of the abdomen and chest were blurred from the person's heart and respirator motion. Then in the 1980's there was a high magnet that was introduced. This helped the images scan faster and they had more techniques. "Soon the

superiority of MRI over Ct scan was established" (Radiology 177). With the improvement of

hardware and computers, the better quality of images from the whole body became for MRI.

Now MRI is the most chosen for almost all parts of the body (Gleick 1997). Clearly, MRI was a

great invention that helps Radiology very well.

One of the jobs in Radiology is being the Radiologist. "Nearly all physicians examine

patients, obtain medical histories, diagnose illnesses, or prescribe for disease" (RSNA). There are

1.2% of physicians who specialize in radiology compared with 16.7% who specialize in internal

medicine. The radiologist is different from the other physicians because they diagnose disease

from the x-ray images. They have a separate room where they wore in receive the x-rays and

overlook them and make sure no other injuries are messed. "A radiologist correlates medical

image findings with other examinations and tests, recommends findings with other examinations

and tests, recommends further examinations or treatments, and confers with referring physicians"

(Careers 52). They can treat other radiation diseases. They can also treat image guided surgery.

They are able to diagnose the patient. "Like other physicians, the radiologist must have

graduated from an accredited medical school, passed a licensing examination, and completed at

least 4 years graduated medical education (residency)" (Careers 37). Radiologists are usually

board certified. They are either certified by the American Board of Radiology or by the

American Osteopathic Board of Radiology. Clearly, Radiologists are very important for the

patients.

An interesting career option in Radiology is becoming a CT. "A CT (computed

tomography) scan is a special type of x-ray that creates very detailed cross-sectional pictures of

the body" (Kuglar), CT scanning is threw a large x-ray machine that scans a patient lying down

on a table then moves the person through it slowly. This procedure isn't painful at all; the person just has to be very still. Depending on which area the person is getting scanned, the scan can take up to 15minutes to an hour. "CT scans can be used to look at tissues and organs inside the body" (CT Scan 71). CT scans basically slices threw the body without any surgery. Radiologists can look at the head from all sorts of angles, and see all the injuries they have. It can also see if the patient's cancer is responding to treatment. "The latest multi-slice CT systems can collect up to 4 slices of data in about 350ms and reconstruct a 512 x 512 matrix image from millions of data points in less than a second" (Radiology). Using the most advanced multi-slice CT system, a whole chest, which is forty 8mm slices, can be scanned in five to ten seconds. There have been good improvements with patient comfort, speed and the resolution. All in all, CT scanning is a very useful way to see threw the body in slices through images.

There are also risks that Radiology can cause to patients. "In our case at Duke, we had a terrible event in a young girl who received a mismatched heart transplant" (Pediatric Radiology 65). A mother gave a story about her daughter, Josie's story about her mismatched heart to let the *Pediatric Radiology* to hear out. Radiologists must listen to what that child's mom was saying about safety issues. Her story was a positive influence on all the Radiologists. "How do we know radiation causes cancer?"(Pediatric Radiology 84). As early as 1910 scientists noticed that radiation caused cancer. People can die from the radiation and get cancer if they are exposed to x-rays frequently. Patients should only get x-rays when they definitely need it to make sure they won't end up with cancer. "Aren't children more sensitive to radiation than adults" (Pediatric Radiology 54). Children have a higher risk at getting problems from the radiation because they are growing fast and their cells are dividing. Radiation can disrupt that. Fetuses are

highly at risk because they are very sensitive to the radiation. Mothers who come in to Radiology

planning to take an x-ray should ALWAYS inform the radiologist before they do anything.

Therefore, mothers should be very careful with their children and through their pregnancy with

radiation exposure (Gleick 1997).

Radiology has a great history with inventions. Choosing it as a career would be very good

in the future because it will always be needed. Choosing this topic for my project was a good

decision, and I am very glad I selected this topic. I have learned a great amount of information

from writing this paper. It helped me decide to actually go to college for Radiology.

Works Consulted

Careers in Radiology. 2009. Radiological Society of North America Inc. (RSNA).

    Janurary, 16 2009.

CT Scan-What Is A CT Scan. January 28, 209. Rare Diseases. March 31, 2009. Pp 21-34.

Gleick, James. CT Scan: Benefits and Risks. New York: Penguin Books, 1997.

Health Effects Radiation Protection USEPA. Wednesday March. 11 2009. Environmental

    Protection Agency Home Effect. March 31, 2009.

<http://ww.epa.gov/rpdweb00/health_effects.html>

Pediatric Radiology. February 25, 2006. A New Division On Pediatric Radiology.

    <http://www.springerlink.com/content/t171l45lm8328v66/>

Radiology a Brief History. 2004 Radiology Department and Stanford Hospitals NHS

    Foundation Trust. March 31, 2009.

    <http://www.rad-i-oology.co.uk/radsite/historical.htm>

Senior Project Letter of Intent Rubric

		ASPECT
		Letter is typed (Pass/Fail)
		Conscientious editing evident (20 pts.)
		Correct Business format: (1 pt. each)
....	....	Block style
....	....	Correct heading
....	....	Inside address
....	....	Date
....	....	Salutation
....	....	Body
....	....	Closing
....	....	Signature
....	....	Font is appropriate and 10 pt.
		Content: (2pts. each)
....	....	Brief biographical information
....	....	Interest and prior knowledge of topic addressed
....	....	Paper thesis stated
....	....	Project defined
....	....	Brief project task, cost time and personal accountability stated
....	....	Evidence of networking, gathering sources
....	....	Ethical strand addressed
		If group project, team introduced and process delineated
		Writing Skills: (1 pt. each)
		Initial evidence of application of:
....	....	Organization
....	....	Ideas, content
....	....	Writing conventions: punctuation, spelling, usage, paragraphing
		Voice
....	....	Word choice
....	....	Sentence fluency
....	....	Quest for quality: neat, clean, clear, articulate
....	....	
		Total points

Rubric for Research Paper

	ADVANCED (A)	PROFICIENT (B)	BASIC (C)	EMERGING (D/F)
Introduction	Contains a compelling hook that invites the reader into the essay, is appropriate to the topic and provides a smooth bridge to the thesis.	Contains a hook that previews the topic for the reader, a simple bridge that leads to the thesis.	Writer attempts a hook. There is little transition to thesis.	Writer fails to use a hook or the attempt is too long, reduces interest or is off topic. There is no bridge to the thesis.
Thesis	Thesis is one sentence, which articulately addresses prompt/assignment. The subject is focused and specific. The opinion is insightful and provable. This sentence drives the entire paper.	Thesis is one sentence, which addresses the assignment/prompt. The subject of the thesis is focused and the opinion is provable. It controls the paper and is the last sentence of the first paragraph.	The thesis responds to most of the prompt/assignment, but the subject may be slightly general. It may be the final sentence of the paragraph.	The thesis responds to little of the assignment/prompt. The subject of the thesis may be vague or missing and the opinion may be unconnected to the subject or irrational. The thesis may be somewhere in the paragraph, but is unclear.
Topic Sentences	TS insightfully supports and enriches the thesis. It is the first sentence in each main body paragraph, which articulately states the subject and opinion and governs the entire paragraph.	TS supports thesis. It is the first sentence of the body paragraph. It states the subject and sustains the paragraph.	TS give some support of the thesis. It is the first sentence of each body paragraph. It exhibits some control of the paragraph.	There is little or no evidence of the TS. It isn't the first sentence of the paragraph and has minimal control of the paragraph. There are multiple subjects in the paragraph.
Concrete Details	Concrete Details are pointedly selected to advance the thesis/TS and are mostly paraphrased. **More than four sources, which are mostly primary sources, expertly used to develop the paper.**	Concrete Details are carefully chosen from different parts of the text and clearly support the thesis/TS. **Four or more sources used with minimal secondary sources and 50% from primary sources.**	Concrete Details are less carefully chosen, yet mostly support the thesis/TS. **May have only four sources or include too many secondary sources for adequate research of the topic.**	Concrete Details offer little support of the thesis/TS. **Research lacks appropriate sources. Paper is missing vital research.**
Commentary	Commentary expertly shows synthesis, analysis and/or evaluation of CD relating to the thesis/TS.	Commentary shows some analysis and/or evaluation and may approach synthesis to connect CD to the thesis/TS.	Commentary attempts to analyze and evaluate CD to support of the thesis /TS. Commentary summarizes rather than analyzes.	Commentary has little or no analysis or evaluation of CD to the thesis/TS.
Transitions	Clearly connects, like a bridge, ideas between paragraphs and/or sections of a paper. Prepares reader well for upcoming ideas. Introduces quotes/CD and provides seamless flow between paragraphs.	**Between Paragraphs Or Sections** The connections are smooth, but formulaic or repetitive. The transitional words/phrases are related, but may lack some transitions into CD.	**Between Paragraphs Or Sections** At times, transitions are lacking and those that exist may not clearly connect. Reader is slowed down by the lack of transitions.	Transitions or transitional phrases are minimal or absent from the paper.
Conclusion	Reflects on thesis/CM, which demonstrates insight into the implications of the topic and argument.	Reflects on thesis/CM, which shows an understanding of topic. It makes an effective ending to the paper.	Restates the thesis and/or summarizes the paper. The language is usually superficial. It is all CM.	The essay does not reflect on the importance of the thesis and/or summarizes the paper ineffectually. It is all CM.
Mechanics, Spelling, Basic Punctuation, Capitalization etc.	Demonstrates a command of language. There are no basic mechanical problems with the writing.	Shows adequate command of language. There are some mechanical errors, which do not interfere with reader comprehension.	Mechanical errors are numerous and sometimes may interfere with reader comprehension.	Mechanical errors make the paper difficult to read. **(Note: No spell check is automatic 0 in Mechanics.)**
Grammar	No grammatical errors. Demonstrates a command of language.	Shows adequate command of language. There are some grammatical errors, which do not interfere with reader comprehension.	Grammatical errors are numerous and sometimes may interfere with reader comprehension	Grammatical errors make paper difficult to read.
MLA Citations	Works cited page and parenthetical citations are correct without any errors.	Works cited page and parenthetical citations have one or two minor errors.	Works cited page and parenthetical citations have numerous, but minor errors.	Works cited page and or parenthetical citations contain numerous/multiple errors or is missing.
Tone	Authoritative stance/voice expertly drives diction and tone of paper.	Authoritative stance/voice effectively drives diction and tone of paper.	Appropriate stance/voice adequately drives diction and tone of paper.	Stance/voice is unclear. Diction and tone are informal and/or vague.

Final Overall Score: _____

Senior Project Oral Presentation Rubric

Student Name_____

Scoring	4=Excellent	3=Good	2=Basic	1=Minimum	0=Failure

CONTENT		4	3	2	1	0

Introduction	Organization
Body	Language Usage
Conclusion	

4 – The speaker clearly had a well-organized, creative speech and was confident expressing him/her self.
3 – The speaker presented an organized speech and clearly communicated to the audience.
2 – The speaker had a fairly logically organized speech and adequately communicated to the audience.
1 – The speaker had little organization present in the speech and was poor in communicating what findings he/she did have to the audience.
0 – The speaker's thoughts were unorganized and he/she was ineffective in communicating to the audience.

DELIVERY		4	3	2	1	0

Eye Contact	Appropriate gestures
Posture	Voice
Dress/Appearance	Visual Aids

4 – The speaker's posture, eye contact, gestures and appearance enhanced the presentation. Visual aids enhanced the presentation as well.
3 – The speaker's posture, eye contact, gestures and appearance were appropriate. He/she made positive use of visual aids.
2 – The speaker's posture, eye contact, gestures and appearance were acceptable. The speaker adequately used visual aids.
1 – The speaker's eye contact and gestures were limited towards the audience. Posture and appearance were casual for a presentation. Limited usage of visual aids was seen in the presentation.
0 – The speaker was ineffective in the delivery H/she was inappropriately dressed. No use of visual aids apparent.

CRITICAL THINKING SKILLS		4	3	2	1	0

Evaluating of own skills	Connection of paper to product
Evidence of self discovery	Quality of students responses to questions
Explanation of learning stretch	

4 – The speaker demonstrated a stretch in learning and had a very strong understanding of what he/she had learned. Linkage of paper to project effectively explained. Questions answered with confidence.
3 – The speaker demonstrated a stretch in learning and had a good understanding of what he/she had learned. Speaker carefully explained linkage of the paper to the project. Questions were answered thoughtfully and carefully
2 – The speaker demonstrated a sufficient stretch in learning. He/she showed an average amount of knowledge of the subject matter. There was a satisfactory link between paper and project present. Questions were amply answered.
1 – The speaker demonstrated a limited stretch in learning. A minimal amount of understanding of the chosen subject matter was exhibited during their presentation. There was a weak linkage between the paper and the project. Answers to questions were rushed and lacked confidence.
0 – The speaker had no evidence of learning stretch and had no proof of any acquisition of new skills or learning. There was little or no connection between paper and project. Questions went unanswered or had poor response.

Total Points:_____

***Speakers must receive at least a 5 to pass. Students receiving less than a five will be scheduled for a second presentation before graduation. Comments on back: (Students are disappointed when they have no comments.)

Colusa Alternative Home School

745 Tenth Street, Colusa, CA 95932

PARENT SUPPORT FORM FOR SENIOR PROJECT

I am the parent or legal guardian of _____(referred to in this document as *my son/daughter*). I am aware that my son/daughter is participating in all phrases of Colusa Alternative Home School's Senior Project. I am also aware that this is a requirement for English IV.

I understand that some kind of finished product is necessary. The quality of the product should be the very best that my son/daughter is capable of producing, and stretch and challenge him/her in some way. I also understand that a minimum of fifteen hours of time must be spent on the product.

I also understand that in order to complete the physical project my son/daughter must work with a mentor, an adult who is <u>not a family member</u>. This mentor will meet with my son/daughter regularly to assist in planning the physical project. At the end of the project the mentor will sign a verification form testifying that the product was the student's own work.

I also understand my student will have to write a research paper that is related to their finished product. This paper will be turned into the Home School teacher. I am aware that an essential component is a formal presentation to be presented in front of a panel of community members. The presentation grade and the research paper will contribute significantly (up to 40%) to the English IV grade for the final semester.

I fully understand what my son/daughter has chosen to do for his/her project and support this choice of project. I understand that the Colusa Home School teacher needs to approve the project to begin.

Senior Project final product_____

Senior Project paper topic_____

Parent/Guardian Signature_____

Student's Signature_____

Colusa Alternative Home School

745 Tenth Street, Colusa, CA 95932

FIRMA DE APOYO DE LOS PADRES PARA EL PROJECTO SENIOR

Yo soy el padre o tutor legal de _____. Yo estoy al tanto que mi hijo/hija esta participando en las clases del Projecto Senior de Colusa Alternative Home School. Tambien estoy al tanto que este es uno de los requisito para sus clase de ingles IV.

Yo entiendo que una clase de producto terminado es necesario. La calidad del producto debe de ser el mejor que mi hijo/hija es capaz de producir. Este producto debe de ensancharse y retarlos en cieta manera. Yo tambiem entiendo que se debe dedicar un minimo de 15 horas al proyecto.

Yo tambien entiendo que para completar el producto mi hiho/hija debe de trabajar con un mentor, un adulto que <u>no es un miembro</u> de las familia. Este mentor se reunira con mi hijo/hija regularmente para que la ayude en su proyecto. Al final el mentor firmara una forma de verificacion testificando que el producto fue trabajo del estudiante.

Yo tambien entiendo que mi estudiante tiene que escribir un reporte de investigacion que esta relaccionado con el producto terminado. Este reporte se debe de entregar al maestro de Colusa Alternative Home School. Yo estoy de al tanto que un componete muy importante es una presentacion formal que sera presentada ante un panel de miembros de la comunidad. Su presentacion y su reporte contaran en 40% (mas o menos) de su calificacion en clase de ingles IV.

Yo entiendo completamente lo que mi hijo/hija a escogido para hacer su proyecto y apoyo su eleccion del proyecto. Yo entiendo que coordinador del proyecto senior necesita aprovarlo para comenzar.

Proyecto Senior producto final_____

Proyecto Senior tema del reporte_____

Firma del Padre_____

Firma del Estudiante_____

Colusa Alternative Home School

745 Tenth Street, Colusa, CA 95932

AUTHORIZATION AND RELEASE
TO PARTICIPATE IN SENIOR PROJECT

I am the parent or legal guardian of _____ who is enrolled in Colusa
         (Student's name)
Alternative Home School. I understand that to pass English IV he/she needs to fulfill the requirements of
Senior Project which will require this student to travel to property and places not owned or operated by the
Colusa Unified School District. I also understand that the Senior Project requires this student to schedule
and travel to appointments and to work with individuals and entities who are not employed by and are not
agents of the Colusa Unified School District.

I further understand that when traveling to and/or attending appointments and/or touring property not
owned and/or operated by the Colusa Unified School District, the student will not be under the immediate
and direct supervision of an employee or agent of CUSD or board.

I have read the material distributed by Colusa Alternative Home School about the Senior Project. In
accordance with my understanding, which is outlined in the paragraphs above, I authorize the student who
is named in the first paragraph to participate in Senior Project about _____,
and I release and hold harmless the Colusa Unified School District, along with its employees and agents,
from any and all liability for personal injury, including physical, emotional, and pain and suffering
injuries, and/or property loss and damages which I and/or said student incurs while he/she participates in
or travels to activities not held on property in or travels to activities not held on property owned and/or
operated by Colusa Unified School District and which are associated with the Senior Project.

_____   _____
Signature of parent/guardian   Date

_____   _____
Signature of student   Date

Colusa Alternative Home School

745 Tenth Street, Colusa, CA 95932

AUTORIZACION PARA PARTICIPAR
EN EL PROYECTO DE SENIORS

Yo soy el padre o tutor legal de_____que esta inscrito en Colusa Alternative Home
      (nombre del estudiante)
School la clase de ingles IV. Yo entiendo que para poder pasar las dos clases necesitian llenar los
requisito del Proyecto Senior el cual requiere que_____ viaje fuera de Colusa
      (nombre del estudiante)
Alternative Home School a propiedades o lugares que no son propiedad del Distrito Unificado Escolar de
Colusa. Yo entiendo que el Proyecto senior requiere que_____programe y viaje a las
    (nombre del estudiante)
citas y que trabjen con individuos y entidades los cuales no estan empleados o son agents del Distrito
Unificado Escolar de Colusa.

Yo tambien entiendo que cuando biaje o asista a citas y/o operadas por el Distrito Unificado Escolar de
Colusa_____ estara baho la supervicion inmediata de un agente o empleado de CUSD o
(nombre del estudiante)
la mesa.

Yo e leido el material distribuido por Colusa Home School acerca del Proyecto Senior. De acuerdo con mi
entendimiento, el cual se delinea en el parrafo arriba, autoriza_____ para que
    (nombre del estudiante)
participle en el Proyecto Senior sobre_____, y yo libro de danos al
(declare la naturaleza del proyecto)
Distrito Unificado Escolar de Colusa, junto con sus empeados y agentes, de cualquier responsabilidadpor
dano personal, incluyendo fisico, emocional, danos dolor y sufrimiento, y/o perdida personal y danos los
cuales Yo y/o_____incurran mientras el/ella participe en o viaje a actividades
    (nombre del estudiante)
que no ienen lugar en propiedad propia o operada por el Distrito Unificado Escolar de Colusa y este
acociado con el Proyecto Senior.

_____   _____
Firma del Padre/tutor   Fecha

_____   _____

firma del estudiante   Fecha

<u>SENIOR PROJECT</u>
<u>MENTOR AGREEMENT</u> FORM

I have agreed to be a mentor for (student name): _____

    Mentor's Name:_____Phone Number:_____

    Address_____

This student's physical project is to:_____

_____

My expertise in this area is:_____

_____

Where as I have expertise within the students are, I am willing to help him/her Senior Project and will exert every reasonable precaution to see that injury is avoided; I will assume no financial or moral obligation for any accident that may occur to the student through his/her participation in this activity.

The project must meet the following criteria:
        1. Requires a <u>minimum </u>of 15 hours of work beyond the regular school day.
        2. Must be a project in which the student is really stretching to learn or apply new skills (No easy projects that have been done before).
        3. Must be possible considering the student's skill level, time constraints, and financial situation.
        4. Must be of real interest to the student.

I will be helping the student by: (Please check appropriate boxes)
            _____Giving the student specific information.
            _____Allowing the student to shadow me.

            _____Helping the student define specifically his/her Senior Project focus.

            _____Providing appropriate challenges for the student.

            _____Verifying that the project has been completed/attempted and represents a learning stretch, a quest for quality, acceptable performance and meets or exceeds the time requirements.
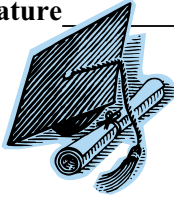
            _____Confirming the number of hours the students has spent working on the physical project.

            _____Other (Please explain):_____

I _____ recommend /_____ do not recommend this project. (If project is not recommended, please give a reason, or contact teacher at 458-7791.) _____

Signature_____   **Date_____**

Project Mentor's Verification of Hours

You have been chosen to verify this student's efforts during the physical project phase of the Senior Project. Verification of the student's efforts is necessary. You might have seen the student working throughout the whole project phase, or maybe you have only witnessed the student working on one part of the project. Please answer the following questions based on what you have seen in order to help us evaluate the performance. This form refers only to the **physical project**, not the research paper. We very much appreciate your cooperation. Thank you.

Student's Name: _____

1. Can you verify he/she spent at least 15 hours on this project? Yes____No____
How many hours can you verify? _____
Explain:

2. Have you seen this project at different stages of completion, not just the final phase? Yes___No_____
Explain:

3. What problems specifically did this student encounter, and what evidence of problem solving did you observe?

4. Have you seen any changes in skill or attitude improvement over the time you have observed the student working on the project?

5. What successes did you see this student achieve? What was the "best moment" for the student? Explain

6. Based upon what you have observed during the project phase, please rate (5=Highest, 1=Lowest) the student's application of the criteria below. Write N/A if not observed or not applicable to the project.

> ____**Took a learning risk** (went beyond comfort level)
> ____**Applied knowledge to project**
> ____**Used a variety of resources**
> ____**Maintained balance and perspective**
> ____**Developed and stayed with a project plan and timeline**
> ____**Strived to do his/her best** (the quest for quality)
> ____**Demonstrated initiative and responsibility**
> ____**Practiced courteous, mature behavior**

Comments:

Signature_____**Date**_____

Documentation of Hours

Use this form to record the hours you spend with your mentor on your project. These hours do not include writing your research paper, unless your mentor has specifically assisted you on this task. Your number of hours must total a minimum of fifteen.

Date	Hours Spent	Location	Description of Activity	Mentor Initials

Signature_____**Date**_____