NORTHWESTERN HIGH SCHOOL

SENIOR SEMINAR GUIDE

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

--Selected Materials from
SREB, Atlanta, GA

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Northwestern High School

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August 22, 2024

Dear Parents or Guardians of the Senior Class of 2025:

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

- Numerous field-specific analyses of current practices/events
- A physical product related to an aspect of the research
- A mock job interview with appropriate documents
- A presentation given before the Senior Project Evaluating Committee composed of community members and authoritative experts in the student's field of study.

The Senior Capstone Project is based on interest-based inquiry and exploration. The topic should require an academic and creative stretch/risk, which may push your student out of his/her comfort zone.

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

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

Sincerely,

Tyler Keener
High School Principal

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Guidelines for Senior Capstone

The **senior capstone** is an integral part of a student's final year of high school. It integrates the knowledge, skills, and concepts from the student's field of study into one culminating project. Communication will be paramount in student success this year, with frequent emails to the mentor a necessity for comprehension.

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

♦ **Content Analyses** - students will choose numerous articles concerning newer developments and incidents with their chosen field and analyze the impact the articles will have on the field. Students will then write an analysis of the content to their mentor to help generate professional dialogue.

♦ **Product -** a tangible creation based on choosing, designing and developing one or more items related to the student's field of study.
  ♦ The product should challenge the student, allow him or her to show applications of learning, and reflect that the student has spent substantial time (forty plus hours) completing it.
  ♦ The Senior Seminar Committee and Mentor will approve the initial plans.
  ♦ Each student will document his or her progress in professional e-mails and product logs to mentors and advisors.

♦ **Mock Interview** - To better prepare students for the workforce, students will engage in a field-specific interview with the appropriate paperwork (resume, cover letter, etc.).

♦ **Oral Presentation** - a formal presentation of the paper and product before a panel of judges.
  The presentation consists of:
  ♦ a 10-15 minute speech
  ♦ a visual aid to help the panel follow the discussion
  ♦ an explanation of what learning was applied in developing the product
  ♦ a discussion of soft skills practiced and developed over the course of the semester

♦ A **Mentor** has expertise or quasi-expertise in the student's field of study and commits to help guide the student in learning the nuances of the field through readings, discussions, emails, analyses, and product creation. Each student is responsible for finding a mentor, documenting professional e-mails to the mentor, and generating at least 10 hours of virtual or physical contact with the mentor.

Responsibilities of Participants

Students

1. Read and understand all guidelines, definitions, examples, rubrics, deadlines, and expectations discussed in the Senior Seminar packet.

2. Confer as needed with the Senior Seminar advisor.

3. Identify a topic.

4. Select a Mentor – an expert in the field of study.

5. Conduct a job interview

6. Identify a tangible product to create that relates to the field of study.

7. Write a business letter of intent.

8. Follow a timeline for completion of all components of the senior project --- article analyses, product creation, oral presentation, and community service.

9. Conduct research by using print and electronic media and interviewing knowledgeable people.

10. Virtually or physically work with the mentor for a minimum of 10 hours.

11. Write weekly e-mails to mentors and advisors that document all procedures, progress and steps including dates, time spent, status reports, observations, reflections, etc.

12. Approve any changes in the project as soon as they manifest.

13. Write topic-specific analyses.

14. Write a cover letter and resume for a job within the field of interest..

15. Present the research in an oral presentation to the Senior Project Evaluating Committee and respond to questions.

16. Write a one to two page paper reflecting on the presentation and field of topic exploration.

17. Write a thank-you letter to each person involved in the evaluation panel.

Senior Seminar Advisor

1. Approve the student's topic in coordination with other teachers.

2. Guide the student through all components of the project.

3. Instruct the student in the proper form and process for writing analysis.

4. Collect and evaluate all written documentation pertaining to the Student Activity Checklist..

5. Evaluate the analytical discussion papers and assign a grade on their analytical and professional content.

6. Instruct the students in the proper methods of oral presentation.

Mentor

1. Review the analytical writings to engage in professional discussion concerning topics within the chosen field.

2. Serve as a resource to the student in interviewing skills.

3. Work with the student physically or virtually for a minimum of 10 hours.

4. Frequently email with the student regarding information in the analytical essays, product proposals, product development, product logs, and culminating speech. There will be a minimum of ten professional emails required.

5. Advise the student in planning his or her oral presentation.

6. Participate as a judge on the Presentation Evaluation Panel and the mock interview.

Senior Seminar Guidelines

1. ***Senior Seminar/internship/capstone class is a graduation requirement for all students unless it is waived.*** Circumstances that warrant consideration for waiver include successful completion of College Writing II and Communications 110/English 12 Advanced, full time attendance at the Career Center, or full time attendance at IB. <u>It will not be waived for students who are full time or part-time CCP or who are full time online school through Northwestern. These students will be required to take an online version of the course during the first semester. Failure to pass the online course during first semester will result in repeating the course second semester.</u>   The Senior Seminar grade will be recorded on the high school transcript and will count as .5 credits.   Senior Seminar will be one semester long.

2. Each senior must have a mentor approved. The mentor cannot be a relative and must have expertise in the field of study. The mentor must also be at least 25 years of age.

3. A Letter of Intent proposal explaining the individual student's project in full must be completed. The proposal must be neatly typed using business letter format.

4. All project proposals will be considered. Revisions may be required to specify unclear goals and insufficient description of activities.

5. A student may not be paid for his/her project work unless extenuating circumstances require such payment.

6. No relative may be in a direct line of responsibility for the student or for the area or department in which he/she works.

7. A student may do a project relating to a previous place of employment only if the activities are completely different from those he/she has done before.

8. During the project, each student will email and meet with his/her mentor and advisor regularly.

9. An unacceptable evaluation and score of the product, professionalism, analyses, and/or presentation requires repeating Senior Seminar the second semester before a diploma will be rewarded.

Topic Selection Guidelines

A senior seminar project is your chance to choose a topic that will be interesting and worthwhile and will extend your knowledge. However, making the decision may not be easy. Choose carefully, consult with your senior seminar adviser, and remember to keep your project manageable. Carefully choose a product that you can build or produce. Answer these questions as you decide your topic:
- Is there a clear connection between the topic and the product/process you want to produce?
- Does the product/process represent significant amounts of time, effort, and appropriate complexity? Does it go beyond what you already know how to do?
- Is the project something you will do outside of your regular class or co-curricular requirements?
- Will the product involve tangible evidence of your work – either something physical that can be seen and touched, a community-based service that can be documented as beneficial, or something that can be written, produced, taped, or presented?
- Is the project related to your chosen career cluster?

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

1. **The topic should be one in which the student is interested, but not one about which the student is already an expert.**
   If a student has been a diabetic for ten years, worked closely with the Juvenile Diabetes Association, and has been a volunteer in the children's diabetic ward in a local hospital, he or she probably knows a great deal about the subject juvenile diabetes. Unless that student pursues a new angle to diabetes, that topic might not yield much new learning.

2. **The topic may be one that requires cumulative knowledge across grade levels and content area.**
   It should be a natural outgrowth of interest and combined skills of all, or most, content areas. For example, a student who researches the changes in the ozone layer is using cumulative knowledge from at least English, math, science, and history.

3. **Some preliminary research may be helpful to the student.**
   By reading about (a) certain topic(s), the student may expand his or her areas of interest. Possibilities for new areas of exploration may surface.

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

5. **Students should avoid choosing topics that might involve expenses they are not prepared to handle.**
   For example, if the research involves travel, the student may want to make another choice. If the product that grows out of the research will require materials, the student may want to make another choice. Remember, the student is not required or advised to spend money in order to complete the project. Expenditures will not enhance the evaluation of the project.

6. **Primary research is a valuable component of any inquiry.**
   It may be wise, therefore, to explore the possibilities for personal interviews, informal surveys, empirical observations, etc. before making a final selection of topic.

7. **Students should avoid choosing topics that might endanger themselves or others.**
   For example, experiments that are potentially explosive or activities such as handling poisonous snakes are not appropriate.

8. **Students should use good judgment to be certain that the topics they choose are appropriate for presentation to a review panel and the general public.**
   Remember that the student must have the project proposal approved by the advisor and mentor..

9. **The topic analyses should be broad enough to allow the student access to enough information, yet narrow enough to make the analytical scope reasonable. The analyses are argumentative in nature, not informational.**
   For example, a student choosing the career cluster of Health Science would find it impossible to include everything about health science (home remedies, history of emergency services, the treatment of burns, how to stop bleeding, evolution of first aid courses, etc.). Additionally, examining what treatments are available for arthritis merely restates information and does not analyze. A better examination that would be more useful for analysis would be *Which method is the most effective in the treatment of arthritis and why/how?*

Career Clusters and Examples of Career Majors

Agricultural & Natural Resources
Food scientist
Environmental engineer
Agriculture teacher
Animal scientist
Biochemist
Veterinarian assistant

Architecture & Construction
Contractor
Architect
Electrician
Heavy equipment operator
Carpenter
Plumber

Arts, A/V Technology & Communications
Actor
Video producer
Journalist
Audio engineer
Telecommunications
   technologist
Printing/graphics
   technologist

Business & Administration
Human resources
   administrator
Administrative specialist
Financial analyst
International trade manager
Entrepreneur Accountant

Education & Training
Teacher
Principal
School counselor
College professor
Corporate trainer
Coach

Finance
Stockbroker
Banker
Insurance agent
Financial planner
Loan officer
Tax examiner

Fine Arts
Dance
Music
Art
Broadcasting
Publishing
Drama

Government & Public Administration
Legislator
City manager
Policy/budget analyst
Recreation/parks director
State/federal agency director
Urban/regional planner

Health Science
Pediatrician
Physical therapist
Radiologic technologist
Occupational therapist
Medical assistant
Hospital administrator

Hospitality & Tourism
Lodging manager Chef
Travel and tourism manager Food
service manager Restaurant
manager
Leisure and entertainment
   manager

Human Services
Social worker
Psychologist
Child-care worker
Substance abuse specialist
Employment specialist
Psychotherapist

Information Technology
Software engineer
Network administrator
Web designer/developer Database
manager
Technical writer
Multimedia producer

Law & Public Safety
Attorney
Firefighter
Police officer
Judge
Paramedic
Paralegal

Manufacturing
Machinist
Manufacturing engineer
Automated process
   technician
Production engineer/
   technician
Welding technician
Quality technician

Retail/Wholesale Sales & Service
Sales associate
Interior designer
Marketing director
Buyer
Real estate broker
Customer service
   representative

Scientific Research/Engineering
Chemical engineer
Mathematician
Biotechnologist
Electrical engineer
Biologist
Oceanographer

Transportation, Distribution & Logistics
Pilot
Automotive technician
Logistics manager
Flight attendant
Warehouse manager
Truck driver

Examples of Senior Project Topics
by Career Cluster

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

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

Education & Training	
Research Broad Topic	**Product**
Coaching	Serve as a coach for a sports or fine arts group
Elementary education	Create a unit with a minimum of four lessons and supplemental materials. At least one videotaped lesson must be taught
Hearing impaired	Learn sign language, teach it to a group of elementary students
Karate skill demonstration	Learn karate, do a demonstration of techniques, and a report on history and origins

Fine Arts	
Research Broad Topic	**Product**
Dance	Organize a dance team, prepare a program to present at a senior citizens center or during a half time sporting event
Music	Coordinate/present a piano recital, proceeds for charity
Music arranging	Write a composition for an orchestra
Radio broadcasting	Take part in a radio broadcast
William Shakespeare	Shakespearean monologues performance

Health Science	
Research Broad Topic	**Product**
Health Education	Research and write a children's book. Read the book to an elementary school class.
Drugs in elementary schools	Present program in schools
Teens and drugs	Write and perform a one act play
Tobacco (substance abuse)	Conduct a school awareness program that could include guest speakers, brochures, posters, etc…

Human Services	
Research Broad Topic	**Product**
Handicapped housing	Design a barrier free house
Homeless	Coordinate a food and/or clothing drive
Teen peer pressure	Write, direct, and perform a play

Information Technology	
Research Broad Topic	**Product**
Programming	Create a record keeping program
Web page	Design and maintain a web page for your school or a community organization

Law & Public Safety	
Research Broad Topic	**Product**

Community safety	Survey/analyze the community for safety issues. Prepare a written analysis to present to the city commission. Select one issue such as a vacant buildings, as the focus for your project
Retail/Wholesale Sales & Service	
Research Broad Topic	**Product**
Design	Research fashion design in history, create a dress/suit for a particular period
Fashion	Sew a prom dress
Scientific Research/ Engineering	
Research Broad Topic	**Product**
Hydropower	Create a model
Water pollution	Examine and test water nearby, compile statistics, compare to reports from some time ago
Transportation, Distribution & Logistics	
Research Broad Topic	**Product**
Car restoration	Restore an antique car

Academic Integrity Vocabulary

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

Forming Essential Questions

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

1. Consider how modern science, the economy, world politics, environmentalism, innovations, etc. affect the field of study.

2. Narrow the topic considerations by focusing on how those potential concepts currently are, will soon, and possibly could affect the topic in the near future. Look at both the positive and negative outcomes of these influential factors/events.

3. Ask questions about the specific aspect of the topic such as:
    -How have extreme weather patterns affected the building of commercial businesses?
    - How has virtual currency affected how small businesses can capture and control assets?
    - How has the use of social media impacted endangered monarch butterflies?

Remember that analysis looks to address and better understand an issue, a problem or a controversy and is generally synthesized to generate a **claim,** based on your interpretation of relevant information and materials found in your research.

Evaluate your essential questions:

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

Is your research focused? Questions must be specific enough to generate worthy thought and avoid simple summary.

Is your research question complex? Analysis questions should not be answerable with a simple "yes" or "no" or by easily-found facts. They should, instead, require both research and analysis on the part of the writer and be contextualized under certain criteria: time, location, culture, etc.

EXAMPLES:

BAD: What types of piping are used for plumbing
GOOD: In what ways has technology affected residential plumbing in areas with hard water and sulfur?
BAD: What is a good diet?
GOOD: How has the paleo diet affected young adults' metabolism and cholesterol levels?
BAD: What affects the housing market?
GOOD: How has EPA regulations affected the selling of houses in the rural Midwest?
BAD: How can we lower dog populations in pounds?
GOOD: In what ways has the Boomer generation affected the influx of dogs being received and taken care of in dog shelters?
BAD: How can you get rich with cryptocurrency?
GOOD: What is the most influential non-American government on Bitcoin value, and what causes their influence?
BAD: What's the best way to make music?
GOOD: To what extent does AI currently have the ability to generate meaningful, consumable rock music?
BAD: What's the best way to sell items for a business?
GOOD: What ethical or legal responsibilities do influencers have for the products they promote?
BAD: How do you replace an engine?
GOOD: How have EPA regulations affected the sustainability and cost efficiency of automobiles?
BAD: Why are dietary supplements so popular?
GOOD: What are the long- term medical, emotional and psychological effects of dietary supplements compared to the effects of a nutritious daily diet?
BAD: Is organic farming better than regular farming?
GOOD: How can we utilize chemical technology without endangering our health and our environment?

Writing a Letter of Intent

Using correct business style, write a Letter of Intent. This is an explanation to your mentor about what you intend to research and discuss with a glimpse at what product you may eventually choose for the second nine weeks. This letter will be the first page of your Senior Seminar Portfolio. It should be typed **and signed**. It should include:

Paragraph 1:   Describe the general area of interest of your senior project. Explain why you chose the topic and what (if anything) you already know or have done in the area to help build your knowledge base.

Paragraph 2:   State five areas of interest you'd like to analyze and discuss with your mentor concerning the general topic. Discuss some of the resources you plan to read, any specific questions you want to answer, and what you need to know to better understand the nuances of the field.

Paragraph 3:   Describe potential product ideas – what it is, who is involved (mentor, teachers, parents, etc.), potential cost, time involved and possible resources. Explain how this is a potential learning challenge.

Paragraph 4:   Describe three types of writing and three types of reading that are commonly done in your field of study.

Paragraph 5:   Explain plagiarism and tell why it is important to avoid copying other people's work. Also tell the repercussions of such an act without using second person pronouns (you).

On the next page is an example of what your letter of intent will look like.

Jennifer Thuroughgood
1275 Pleasant Home Road
Wooster, OH 44691

August 26, 2023

Acker Angus Farms
568 South Buckeye St.
Shreve, OH 44214

Dear Mr. Acker:

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

Is the use of legumes in beef feed economically beneficial to the production of Angus beef steers? How does Pralene affect the nutritional value of prime cuts? In what instances is grain-fed beef more economically efficient than grass-fed beef? How has Ohio House Bill 873 affecting the collection and disposal of manure in farms greater than 100 head? What is the best lot layout for a 50 head operation in a 50'X50' barn with a ¾ acre barnyard? I plan on using sources from the OARDC agronomics office to help me better understand the growing techniques of legumes in Ohio and the costs associated with their optimal nutritional growing seasons. The Ohio Cattleman's Association has numerous articles on Angus beef production and the growth of young calves into butchering aged steers. I also plan on using the Certified Angus Beef requirements for meat cuts and the associated prime cut prices.

My product will be a business plan associated with raising a herd of cattle in central Ohio. I will include the purchasing ages and quantity of the herd from specific local breeders, looking at four different buying options. I will include a design of pasture grazing and barn spacing that will optimize the consistent growth of all cattle. There will be a short, mid, and long-term financial plan and cost breakdown for electric, feed, veterinarian, water, and other associated costs. I will look to make a 20% profit on the animals. I will then look at possible buyers, including three different options. I have no business background, so understanding the nuances of math will be trouble.

Farmers often have to be able to read vaccination doses and requirements for shots. They also read auction and sale prices in various cattle magazines/websites. Cattle farmers will also have to read and understand loans and contracts associated with the herd. Farmers will have to write out instructions to employees, and they also may have to write a business proposal. Lastly farmer's may have to write to various government agencies for socialist agricultural programs.

Plagiarism is the practice of using someone else's ideas, words, pictures, etc. without their

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permission. It is important to avoid this because of repercussions of such an act: expulsion, failing grades, ostracism, public humility, lawsuits, criminal identification.

Sincerely,
Jennifer Thouroughgood

Source Requirements for Senior Seminar

A minimum of five articles are required to analyze..
All sources MUST be professional/academic. Please communicate with your mentor to better understand where professional articles will be found within your field. Using the internet, please be sure to read trustworthy sources.

Evaluating Sources
Ask yourself the following questions about <u>any source</u> before using it.

- How is the source an expert?
- What alternate viewpoints are not shown/discussed?
- To what extent is the information accurate?
- How is the source biased?
- Is information given about the author or sponsoring organization? If no author/organization information is given, do not use the information.
- What is the purpose/goal of the information?
- When was the information created or last updated?
- From where does the information come?
- Why should I use this information? Would another source be better?

Other things to consider:

If the information is very different from anything else you have read, verify that information in another source. If no verification can be found, determine why this source is an anomaly.

Discuss and delve into the "facts" and "math" being used. How specific is it? Are there other ways to state the information? Why have they chosen this way?

An organization can be considered an author. However, if you can't find any information about who created the source then it should not be used for analysis.

(SAMPLE COPY OF ANNOTATED WORKS CITED PAGE)

Annotated Works Cited

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

      Plains, New York: Longman Publishers, 1999.

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

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

      Warren Local School Library. 8 Sept. 2006.

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

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

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

Annotating Sources

After selecting sources, you will need to annotate the sources. Done correctly, these annotations will create your analysis and spur the thoughts necessary to write the two page reflection.

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

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

Question the texts' validity or truthfulness.

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

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

Locate, mark, and define jargon used.

Potentially link (synthesize) the sources' information to other sources' information.

Don't merely underline/highlight information.

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

When Should I Document Sources in My Text?

For questions regarding citations see https://owl.english.purdue.edu/owl/
In-text (or in-project) documentation is the accepted format for acknowledging borrowed information within your original text. Footnotes are no longer frequently used, except in cases when you need to clarify or add information that might otherwise break the flow of your text or presentation.

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

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

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

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

RULES FOR USING IN-TEXT DOCUMENTATION

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

> EX: Arthur Miller's *The Crucible* "forces a revolution in our perception and definition of reality" (Martin 73).

2. If you are using more than one book by the same author, give the last name, comma, the title, and the page.

> EX: Animal imagery conveys the primitive, uncontrolled rage that the peasants feel. One person "acquired a tigerish smear about the mouth" (Dickens, *Tale of Two Cities* 33-34).

3. There is a relationship between your writing and how you compose your in-text documentation. If you identify the author and title in the text, you do not need to repeat that information. Simply present the page number in your citation.

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

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

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

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

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

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

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

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

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

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

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

Summarizing, Paraphrasing, and Quoting

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

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

Summarize when:

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

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

Paraphrase when:

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

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

Use quotations when:

- You want to add the power of an author's words to support your argument
- You want to disagree with an author's argument
- You want to highlight particularly eloquent or powerful phrases or passages
- You are comparing and contrasting specific points of view

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- You want to note the important research that precedes your own

Weaving Quotes into Your Writing

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

When you use a quote in your writing, consider:

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

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

Discuss the effectiveness of the following writing samples:

Serious room for improvement:

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

Room for improvement:

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

A possible revision:

The truest form of wickedness on the island is evident in Roger. He demonstrates his true depravity when, "with a sense of delirious abandonment, [he] leaned all his weight on the lever" (Golding 180).
Well aware of Piggy's place beneath him, Roger willingly takes Piggy's life.

Another possible revision:

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

Writing a Product Proposal

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

<div align="right">Last name 1</div>

Product Proposal

Paragraph 1:   Describe the general area of interest of your product. Explain three different products you have considered and the pros and cons of each product discussed.

Paragraph 2:   State the product that you have chosen to pursue the second semester. Break the product into at least five steps in chronological order. Describe the various items that you will need to procure and where you plan on getting these items. List the dates you will be meeting with your mentor.

Paragraph 3:   Describe how this product relates to the general field of interest. Explain the challenges you will face in creating this product. Describe three pieces of information that you are looking forward to learning/experiencing.

Paragraph 4:   Leave the reader with questions you have regarding your product. At least four questions should be posed that will help get you moving towards the creation of your product.

Silence Dogood

1756 North Front St.

Wooster, OH 44691

September 31, 2023

Mr. Frank Hayley

613 Mechanicsburg Rd.

Wooster, OH 44691

Dear Mr. Hayley:

I am interested in woodworking in general. I am considering a bedroom set out of calico hickory, but the cost of the lumber and the degree of difficulty far supersedes my experience. If I learned how to do this, I would know most of the essentials of building anything. I also considered making a secretary desk out of oak. The desk would be fun because of the curved nature of the wood, but again the complexity and cost of the project is high. I could also make an end table with a hidden drawer out of poplar. The poplar is much cheaper and the basics of an end table will help me learn various joints, and the hidden drawer will push my skills appropriately.

I have decided on the end table. First I will find five different designs and compare the aesthetics along with the board feet needed. Next, I will call five different companies to price out the lumber and hardware. By the beginning of November I will have purchased all the items, and by the second week of November, I will have all of the pieces cut to the appropriate dimensions. The Monday before Thanksgiving, I will have assembled all pieces. Over break, I will sand the table and stain it. The week of presentations, I will add four layers of shellac. I plan on meeting with my mentor 10/30, 11/4, 11/10, 11/15, and 11/21.

This product is directly related to woodworking. The most challenging part will be learning the joint techniques to connect the legs to the top, along with the hidden drawer. The hardware I'll need for the hidden drawer is foreign to me, and I'm interested in how I will be able to hide it from the casual viewer. I'm also interested in learning the various possibilities for staining and shellacking the piece to match my bed at home.

How do you determine which style to choose for the construction? How do I actually hide the drawer? What type of hardware is both economically and aesthetically useful? How do I sand the small crevices on the pieces? How many layers of shellac will make the piece look professional?

Sincerely Yours,

Silence Dogood

Mentor Communication

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

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

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

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

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

Mentor Hours

Working and communicating with the mentor is the key for learning and success in this class; therefore, along with the emails, the mentor hours generated throughout the semester will be pertinent. Each student is required to have at least ten mentor hours completed before the seminar presentation December 6th-12th, three of which will occur the first nine weeks. These mentor/student meetings have helped students make numerous connections in the fields in which they are interested, even helping some gain employment and scholarships upon graduation, so this program has much potential if earnest effort is given. Mentor hours must be confirmed by all mentors with a signed timesheet (old-fashioned time cards if you will). The hours do not all have to be completed in person; Facetime, phone calls, Zoom meetings, on the job site, at school, etc. can all be applicable towards the twelve mentor hours for the program. Parents and guardians have full control of when, how, and where the meetings/time occur.

Product Itinerary

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

The itinerary will be a typed document that will break down the development of the product and use of the mentor's time and experience into at least 15 steps. Each step should be listed and explained in detail (2-3 sentences). Included in the description of the step should be any supplies that will need to be created or ascertained. Also with each step, the mentor's time should be mentioned and planned. This way the 12 hours needed the second semester of the class will be planned ahead of time, which will allow for a more educational and smooth experience. This itinerary should be discussed with your mentor in the 10/31/22 email or before. This will ensure that the student is learning how to plan and coordinate in the workplace. Schedules for all parties will be tight, so students are encouraged to work on this as soon as possible, even in the first semester of the class; however, the actual document will not be due until 11/2/22. **This should be discussed briefly when first meeting/talking with your mentor.**

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

Speech Preparation

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

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

Step 3: Speech techniques to remember.
1. Eye contact – This is extremely important. Practice often enough so that you rarely need to look at your cards. Remember this is a friendly audience. Your judges are pulling for you. You need the reinforcement that their encouraging expressions will give you. Look at them.

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

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

Step 4: Prepare for questions.
There is no way to know for sure what the panel members will ask you, but you can make some educated guesses and that process will provide you with the confidence and clear-headedness to take on any questions. Answer the following brainstorming questions.
1. If you were a judge listening to your speech, what would you want to know?
2. What would you like people to ask?
3. What unusual qualities does your project have that might spark interest?
4. What part of your paper might make people curious?
5. What controversial topics, if any, do you touch on?
6. What possessed you to choose this topic?
7. Who helped?
8. How did you finance it?
9. How much time did you spend?

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

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

Preparing Note Cards for Your Speeches

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

Using Visual Aides

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

Personal Appearance
Senior Seminar Presentations

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

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

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

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

Senior Project Evaluation – Rubric

Student _____   **Title of Project** _____

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

Total: _____ x 1 = _____

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

Total: _____ x 2 = _____

	Severely lacking	Does not meet expectations	Average	Above average	Super
Product					
A high level of technical expertise was evident	1	2	3	4	5
The product represented an appropriate level of challenge/difficulty	1	2	3	4	5
The product clearly addressed a relevant concept in the field of study	1	2	3	4	5
The student used appropriate materials to construct the product	1	2	3	4	5
The student showed evidence of problem-solving ability, creativity and originality	1	2	3	4	5
The student was conscientious in making an effort	1	2	3	4	5

Total: _____ x 3 = _____

Writing a Reflection Letter

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

Paragraph 1: How did you decide on your topic? How did your topic evolve throughout the year? Was it a challenging topic? Would you choose the topic again?

Paragraph 2: What did you learn through the process of writing the paper? Consider the note cards, outlining, finding resources, citations, the revision process. How do you think you did on the paper?

Paragraph 3: How did the product evolve through the process? How did your mentor help shape your product? What did you learn through the process of completing the project?

Paragraph 4: How do you think you did? How did you feel about the feedback/evaluation from the judges? How well did you use the time/space allotted for the presentation?

Paragraph 5: What advice would you give to next year's seniors? How have you personally grown throughout this process? What is your overall impression of your achievements? How has this affected your future plans?

Student Activity Checklist

Deadlines and Consequences

Assignments are expected to be turned in the day they are due. Students may turn in assignments up to **one day late and will receive 75% of the points earned**. After one day, **the assignment will receive a zero**. Any lateness on the paper, product, or speech will result in a **10% reduction for each day late of the earned score**. Please see Northwestern Board of Education's attendance procedures as well concerning unexcused absences.

Student Activity Checklist

Activity	Date Due	Points	Comments
Essential Questions	8/23	10	
Letter of Intent	8/28	25	
Role of Mentor form	9/5	25	
Annotated source 1	9/11	10	
Analysis 1	9/13	30	
Mentor email	9/16	10	
Annotated source 2	9/17	10	
Analysis 2	9/19	30	
Annotated source 3	9/24	10	
Analysis 3	9/26	30	
Mentor email	9/27	10	
Annotated source 4	10/1	10	
Analysis 4	10/3	30	
Mentor Availability Forms	10/8	10	
Mentor Email	10/8	10	
Annotated source 5	10/15	10	
Analysis 5	10/17	30	
Product proposal with mentor signature	10/21	25	
3 Mentor Hours	10/22	60	
Product check itinerary	10/24	40	
End of Senior Seminar I			**425 total**
Mentor email	10/29	10	
Product Check 1	11/5	10	
3 Mentor hours due	11/8	60	
Interview	11/11-11/15	100	
Product check 2	11/19	10	
Speech outline due	11/22	10	
Product check 3	11/25	10	
2 Mentor hours due	11/21	40	
Speech visual aid due	11/26	10	
Practice presentation	12/3-12/6	10	
Speech	12/9-12/13	30	
Product and mentor evaluations	12/9-12/13	150	
Ohio Means Job Readiness Sheet	12/17	10	
Reflection letter	12/18	10	
End of Senior Seminar II			**470 total**

Forms

Mentor Time Log

Date	Time	Mentor Signature	Ideas discussed/Work done

Mentor Availability Form

Mentor Name:_____ Student Name:_____

Phone number:_____ (circle one) Work Home Cell

OK to text? Yes   No   Email:_____

The Senior Seminar presentation is the culmination of all the work that the student has done. Because of all the help that the mentor has provided it is important for the mentor to be a part of the final evaluation. Presentations will be December 9-13 from 8:00 AM to 2:00 PM. Please put a check mark on **ALL** days/times that you **ARE available**.

	Mon.. 12/9	Tue. 12/10	Wed. 12/11	Thu. 12/12	Fri. 12/13
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					

Role of the Senior Seminar Mentor

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

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

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

1. The mentor must have an email address in order to read and respond to student and teacher communications frequently and timely throughout the semester. Professional communication is a focus of the class.

2. Meet virtually or physically with the student for a minimum of eleven hours for the semester and sign off on the time requirements by three given dates: 10/22 (minimum of 3, 11/8 minimum of 3 additional hours, and 11/20, minimum of 2 additional hours).

3. Read the student's analyses, discuss the points of emphasis within the field(s) of study, and provide guidance for professional articles within the field.

4. Help the student develop and organize a tangible product that is relevant to and representative of the field, signing off on the product proposal written by the student..

5. Assist the student with dialogue and critique as he/she works on the product throughout the end of October and all of November.

6. Be present at the student's presentation in December.

7. Sign forms associated with different stages of the paper and project.

8. Complete an evaluation form at the close of the project.

Additional information you may find useful:

1. A student may not be paid for his/her project work.

2. No relative may be a mentor or in direct line of supervision for the student. Nor may the mentor be a parent of a classmate.

3. The student is bound by a set of guidelines that he/she should share with you. Failure of the student to comply with these guidelines will jeopardize graduation.

4. The student will write a final evaluation of his/her project. These are not to be done during his/her

meeting with you.

5. We have asked each student to discuss with the project mentor the rationale and guidelines, as well as the aims and objectives of Senior Seminar as it operates at Northwestern High School. If the student has not done so, please ask him/her to clarify these items for you. Again, communication is a major focus of the capstone project.

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

Mentor Background Information
Name of the student you will be mentoring:_____

How do you know the student?

What is your area of expertise?

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

Presentations will be December 9th - 13th from 8:00 - 2:00. Does your schedule allow the flexibility for you to commit at least ½ hour during that time to evaluate your mentee's presentation?

_____
Project Mentor Signature   Date

Mentor Contact Information

Name: _____

Cell phone:_____ Email:_____