GRADUATION PROJECT 2018-2019

STUDENT GUIDE

Career Academy

300 East Campus Drive

Flat Rock, NC 28731

Phone: (828) 697-4629

Student Name: _____

Dear Senior,

This Graduation Project Student Guide has been written to help you through the three stages of the project you will undertake this year. Carefully plan your time, avoid procrastination, and get your assignments in when they are due. The result will be an enjoyable learning experience. The Graduation Project is challenging, but we know from talking to students at other schools that many seniors remember their projects as the most meaningful accomplishment of their senior year.

In order to graduate, every senior must complete all three components of the Graduation Project: the research paper, the six hour physical project, and the oral presentation.

The purpose of this guidebook is to help you understand what you must do to be successful on all three parts.

Good luck with your project. Right now you may feel intimidated by the job ahead, but if you meet your deadlines, dare to take a risk in your personal "stretch," and do the best job you can, you will join thousands of other high school seniors from across the country in making this a very important part of your senior year.

If you have any questions, don't be afraid to ask!

Sincerely,

Career Academy Graduation Project Committee

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ENGLISH IV COURSE DESCRIPTION

▪ **Description**

In English IV, students develop critical reading, writing, and thinking skills by exploring and analyzing British literature. Using these skills, students understand how literature shapes and reflects the philosophical, religious, social, economic, and political climate of its time.

The Graduation Project is a required part of English IV. All seniors must complete all three components of this requirement in order to graduate. In this culminating performance, students write a research paper, complete six hours of work on their own that is in some way connected to the research paper, and give an eight minute oral presentation on the paper and the project to a panel of adult judges from the school and community.

▪ **Components**

Balfour Education Center requires that seniors complete all three components of the Graduation Project as a part of the English IV curriculum.

- Students will complete a traditional course in British literature through lecture, note-taking, essay writing, and reading.

- In addition, students will write the traditional research paper, complete the six hour physical project during non-school hours, and complete the eight minute oral presentation during the week prior to final exams.

GRADUATION PROJECT POLICIES

- **Grading/Averages**

There are three components of the Graduation Project: the research paper, the portfolio, and the presentation. The paper will count one third of the grade, the portfolio one third, and the presentation one third.   The Graduation Project grade will count one third of the student's final grade for English IV.

- **Retaking English after Failure**

In the event a student has to retake English, the Graduation Project produced in the second class may NOT be the same as that produced in the first class.

- **Special Needs**

All students in Senior English will be required to produce a Graduation Project. The Senior English teacher will provide appropriate levels of instruction and challenges to meet the needs of the individual student. Concerns about fulfilling requirements may be addressed to the Graduation Project Committee.

- **Forgery/Plagiarism**

Students are reminded that forging signatures on documents related to the Graduation Project will result in immediate failure of the project. If you have a problem obtaining a signature, see the Senior English teacher for help. Students are also reminded that plagiarism will NOT be tolerated. Blatant acts of plagiarism, which means submitting the published or unpublished work of another person as your own, will result in a zero. If the final copy of the research paper contains a pattern of plagiarism, it will be subject to a zero, and the student will retake English IV outside of the summer extended year.

- **Research Paper**

Completion of a documented research paper is required to make a presentation before a Graduation Project judging panel.

- **Project Approval**

All Graduation Projects must be pre-approved by the senior English teacher and principal whose decision will be final. The student must submit a written proposal to the committee if there is a question of any kind about the student's chosen project. The Graduation Project Committee's written decision will be final. The committee must approve any change in a project. Neglecting to do an approved project will result in failure of English IV. No student may start a Graduation Project until the semester he/she is enrolled in English IV.

GRADUATION PROJECT REQUIREMENTS

The following are required components of the Graduation Project:

- **Research Component:**

- ✓ Must satisfactorily complete a documented research paper in order to make a presentation
- ✓ Six to eight page typed, double spaced research paper in 12-point Times New Roman font with one inch margins and numbered pages
- ✓ Minimum of five sources with no general encyclopedias or Wikipedia.
- ✓ Outline page with thesis and Works Cited page
- ✓ Bibliography and note cards
- ✓ Rough and final drafts
- ✓ Copies of highlighted source material
- ✓ All research materials submitted in a folder
  - ➢ A penalty of one letter grade a day will be attached to late work

- **Portfolio Component:**

- ✓ Approval of Graduation Project Committee
- ✓ Letter of Intent/Topic Approval Sheet that matches project
- ✓ Six documented out-of-school hours with mentor
- ✓ Legible planning calendar
- ✓ Time log that documents time and cost of project
- ✓ Journal that records descriptions of project activities
- ✓ Photographic record with captions of the project (including one of your mentor and you)
- ✓ Final draft of research paper

- **Presentation Component:**

- ✓ Must satisfactorily complete a project and documented mentor hours in order to make a presentation ✓ Required rehearsals
- ✓ Presentation of project (thirteen minutes maximum: eight to ten minutes for presentation and three minutes for questions and answers)
- ✓ Project Portfolio (with all required entries)
- ✓ The project itself and/or props that illustrate your work ✓ Appropriate attire

CHOOSING YOUR PROJECT

- **Research Paper Topic**

Pick a topic that is somehow connected to your physical project. In fact, your judges will ask you what the connection is if you do not mention it during your presentation.

For example, you might want to learn to develop photographs, and you decide to research the innovative techniques of a famous photographer. Although the connection might be obvious to you, you need to establish how the paper and the project are aligned.

- **The Physical Project:**

The physical project gives you the chance to learn a subject in greater depth than possible during the normal course of your busy senior year. Frequently, students begin knowing what they want to *do* for a project but are not sure what to write about. That is where your teacher or mentor might come in handy to give you ideas.

The project can be oriented around performance of a skill such as playing the guitar or acting. It can be oriented around a subject in which you are interested. Whatever the project, you must keep mind that during your oral presentation, you will be required to illustrate your activities in some way. Products that have been built should be photographed at stages of completion. Performances must be evaluated by an audience <u>before</u> the orals. Other fields of study must be illustrated in some way. Problem-solving your way to a well-documented presentation is a vital part of putting together a dynamic speech.

- **Mentoring:**

Each student must choose an adult mentor to oversee the physical project. If, for example, you learn a skill, you must have an actual teacher either on or off campus, and you must register the mentor with your English teacher.

Several students in the past have discovered after the fact that their mentors did not understand their responsibilities to document the students' hours or to grade the physical project segment. The results often included some scary, last-minute scrambling. Your mentor is your guide and your resource.

There is no hard and fast rule about who your mentor should be. If you have a question, please ask.

Past examples of successful Projects

Research Paper Topic	Project/Performance
• Life on Mars	• Work at observatory; create a website
• Use of Wind Tunnels in Stock Car Racing	• Create a working wind tunnel
• Martial Arts: Study of the Mind and Soul	• Perform a Kata
• Animal Population Control	• Work with a veterinarian
• Origin of Bagpipes	• Learn to play bagpipes
• Deforestation	• Shadow and help a ranger
• Copyright Laws as Protection	• Write, copyright, and publish a song
• Influence of Shaker Religion on Shaker Life and Arts	• Build a Shaker work desk
• Mental Illness and the Homeless	

GRADUATION PROJECT TOPIC APPROVAL SHEET

Proposed Topic: _____

Student's Name: _____ Date _____

- **▪ Checklist for Paper   Yes**

I can find and use at least five separate sources.   _____

I can write at least six to eight pages on this topic.   _____

I will turn in my paper on _____.   _____
- **▪ Checklist for Project Portfolio/Presentation**

I can find a mentor to help with this topic.   _____

I will be able to afford this financially.   _____

I will have time to complete this project by _____.   _____

I will be prepared and present for my presentation at

_____.   _____
   (Time)   (Date)

Student's signature: _____

Parent/Guardian's signature: _____

This topic is Approved: _____   **Not Approved**:   _____
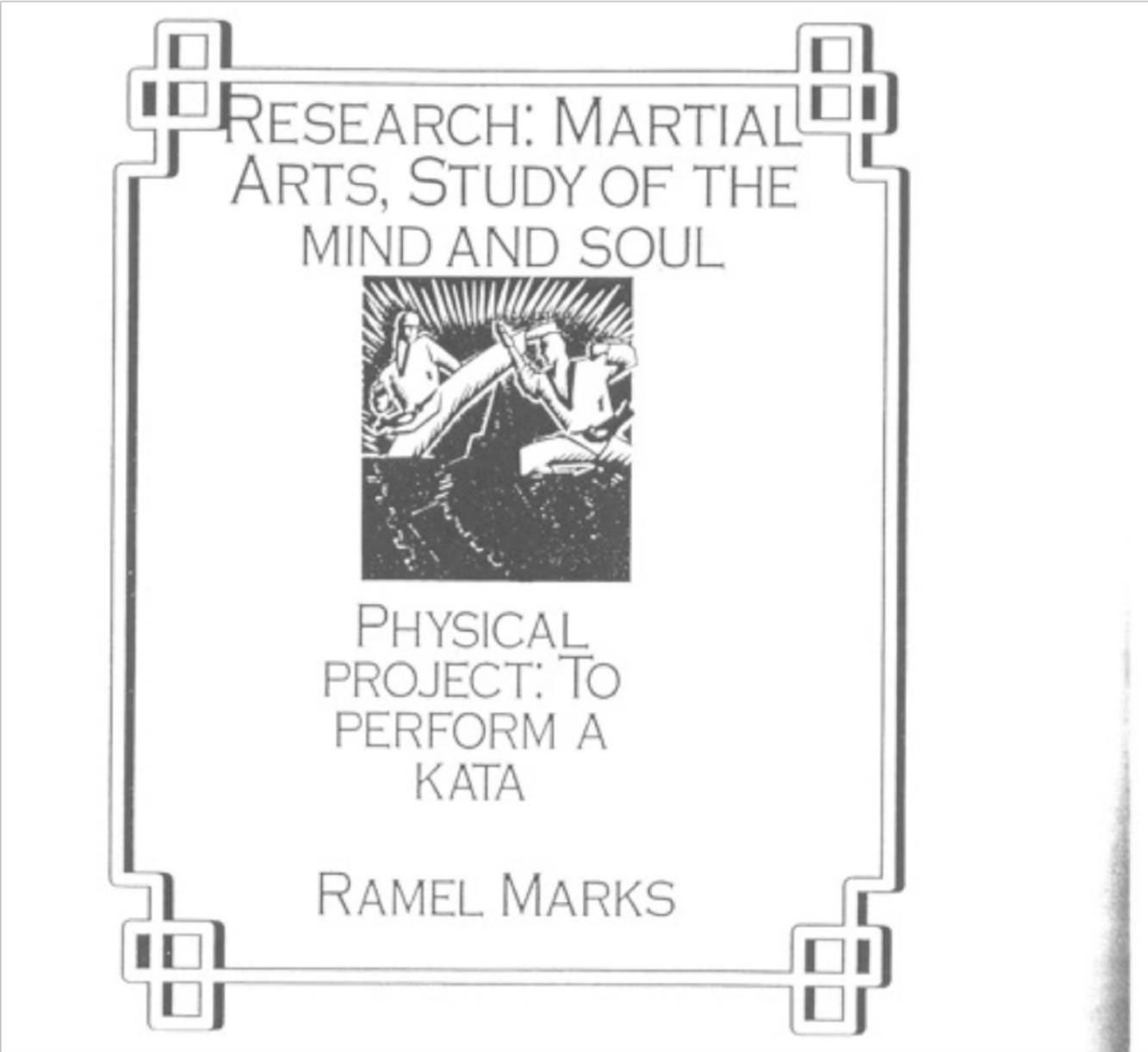
 Teacher's signature: _____

Comment:

GRADUATION PROJECT PORTFOLIO COVER

Create a cover that announces the subject of your research paper, the physical project, and your name.

Make the sign neat, eye-catching, and readable.

RESEARCH: MARTIAL ARTS, STUDY OF THE MIND AND SOUL

PHYSICAL PROJECT: TO PERFORM A KATA

RAMEL MARKS

GRADUATION PROJECT

LETTER OF INTENT

Career Academy
300 East Campus Drive
Hendersonville, NC 28791

Street/PO Box
City, State ZIP

Date

Dear Graduation Project Committee:

Paragraph 1: Describe the general area of interest, i.e. history, art, music, etc., and explain why you chose this area. Also, explain what you already know or have accomplished in this area.

Paragraph 2: Include the specific research that will be the focus of your paper, some of the ideas you hope to include, and some possible resources.

Paragraph 3: Begin with a transitional sentence showing the relationship between your paper and your project. Then describe your project by telling what it will be and who will be involved, estimate the potential cost and potential time to be spent, and mention some possible resources.

Paragraph 4: *Plagiarism is defined as the use of another's words or ideas as one's own, whether found in printed material or in electronic media. Academic honesty is my responsibility. I understand that if I plagiarize any part of the Graduation Project, I will receive a failing grade on the project and retake English IV the next semester.*

Sincerely,
(sign your name)

Print your name _____

PARENTAL APPROVAL FORM

Dear Parent/Guardian:

      As you know, your child has begun work on a Graduation Project. Your active participation in the process will enhance its meaning. Please complete the following letter acknowledging your understanding of your child's chosen project.

Thank you,
Career Academy Project Committee

As a parent/guardian of _____ , a senior at Balfour Education Center, I am aware that my son/daughter must complete a Graduation Project as a part of the requirements of English IV and for graduation. I understand that this project will count for one-third of my child's semester grade. I know there are three parts to this project: a research paper, a portfolio and a physical project with an eight to ten minute oral presentation before a panel of judges from the school and community.

For his/her graduation project, my child has chosen the topic of

_____ .

 I realize that a minimum of six hours must be spent under the supervision of a mentor. These hours can be completed after school and on weekends.

I release and hold harmless Henderson County Schools, its employees, any organization, or mentor from any injury that may result from participation in the Graduation Project.

Parent/Guardian Signature: _____

Date: _____

GRADUATION PROJECT

RESEARCH PAPER

- **Length:**
  - Six to eight pages, using 12 point Times New Roman font, double spaced.

- **Order:**
  - First page: A. Your name
    - B. English IV
    - C. Teacher's name
    - D. Date

  - Title than Main body (The six page minimum count comes from this main body.)

  - Works Cited. (This is an alphabetical listing of the books, magazines, and Internet sources you use in proving the central point of your research paper.) You are **required** to use four secondary resources and one primary resource (a personal interview) as a minimum.

  - Final outline with thesis statement

- **Parenthetical Documentation**

  - **Any** fact you use to back up the central point of your paper must be documented, whether the fact is *directly quoted* or *in your own words*.

  - If you do not document a fact that supports your central point, you are guilty of **plagiarism.**

  - If you use a writer's exact words but do not give credit and/or do not place the exact words in quotation marks, you have committed **plagiarism**.

  - Refer to suggested MLA websites for proper documentation.

RESEARCH PAPER "YES" TEST

You must receive all "yeses" for your research paper to be graded or coached. Any "no" will stop the process and force revisions to be made.

- **Basic Requirements**

<u>Ye s</u>   <u>No</u>

1. Paper typed

____ ____

2. First page in correct format

____ ____

3. Thesis clearly stated in introduction and "wrapped" in conclusion

____ ____ 4. Correct MLA documentation style used in text

____ ____ 5. Citing of sources evident

____ ____

6. Minimum five sources (primary, secondary—no encyclopedia)

____ ____

7. Works Cited page accurate and correctly formatted

____ ____

8. Paper written in third person (no personal essay)

____ ____

9. Paper meets correct minimum length standard of six pages

____ ____

10. Evidence of consistent and conscientious editing

____ ____

11. All notes and related process materials turned in

____ ____

____ ____ 12. Pages numbered correctly

RESEARCH PAPER   EVALUATION FORM

Student:

- **Evaluation Prerequisites**: These items must be present before evaluation takes place.

_____Note cards   _____Works Cited page

_____Outline with thesis   _____Parenthetical documentation

_____First page formatted   _____Original rough draft   _____Final manuscript

Content   Comments

A (93-100) _____   Outstanding analysis of chosen topic. Thorough research of topic. Thesis statement outstandingly supported with comprehensive documented data.

B (85-92)   _____Strong analysis of chosen topic. Strong research of topic. Thesis statement strongly supported with documented data.

C (77-84)   _____Adequate analysis of chosen topic. Research and support of thesis statement are adequate, although there are instances when research and/or documentation is sketchy or lacking.

D (70-76)   _____Inadequate analysis of chosen topic. Research and support of thesis statement are not properly documented. There are numerous instances when research is inadequate.

F (0-69) _____Paper does not sufficiently analyze chosen topic to warrant a passing grade. Documentation is insufficient.

Writing Comments

A (93-100) _____ Paper is extremely well written. Tight focus,
clear and complete organization, Appropriate and specific
details maintained throughout the paper. Vivid word choice
and varied sentence structure mark writing style. Few, if any,
errors in conventions.

B (85-92) _____Paper is well-written. Focus,
organization, and support maintained, although a few omissions
of support, explanation, or examples do exist. Word choice
accurate but not as vivid. Sentence structure strong but not as
varied. Several errors in conventions.

C (77-84) _____Paper is adequately written. Logic
and development of topic may be unclear in parts of the paper.
Organization may be incomplete. Word choice details may be
vague or minimal. Sentence structure sometimes inaccurate.
Average number of errors in conventions.

D (70-76) _____Paper does not meet expectations.
Logic and development are often unclear. Inadequate
organization, word choice, and/or examples. Serious errors in
conventions.

F (0-69) __Paper is poorly written. Serious flaws in logic,
development and/or organization.
. Unacceptable error conventions.

Final comments:

MENTOR CONTRACT
▪ Responsibilities of Mentor

1. Meet with the student for at least six hours to assist and to assess progress. (It is the student's responsibility to initiate contact.)
2. Provide information and guidance specific to the student's chosen topic.
3. Advise the student in developing the project.
4. Evaluate the project on school forms and return them to the student's English teacher.
5. Notify the student of any change in your status or availability.
6. Notify the student's teacher of any concerns.

Student's English teacher's name: Mitchell Rapp
Phone Number: 828-697-4629
Email Address: mrapp@henderson.k12.nc.us

▪ Contract

I agree to serve as a mentor for _____ during the complete process of the Graduation Project from _____ .

(Specify the months you will be working with student.)

Name: _____

(Please print)

Signature of Mentor: _____

(Your signature above indicates that you are at least 18 years old and of no close familial relationship to the student.)
Phone Number: _____
Email Address: _____

▪ Statement of Ethics for Mentor:
Participation as a mentor requires fairness in grading the student's workmanship as well as professionalism on the final product. The mentor agrees to score work on all evaluative statements honestly, disregarding personal opinions about the student or the Project process. The Senior English teacher relies upon the mentor's thoughtful assessment of quality, not simply completion, of the project.
I have read and understand my responsibilities as an evaluator.

Signature of Mentor: _____ **Date** _____

GRADUATION PROJECT TIME LOG

Student's name: _____

Description of Project: _____

Mentor's name: _____

Mentor's phone number: _____

Date   Number of Hours   Description of Project Activity
==
Total Hours: _____

As a mentor, I verify that this student has spent at least six hours on the Graduation Project.

Signature of Mentor: _____Date

PROJECT MENTOR SCORING GUIDE
Six Hour Physical Project

Student _____   Total hours _____

Mentor _____

Telephone _____

4	Outstanding demonstration of the descriptors
3	Substantial demonstration of the descriptors
2	Some evidence of the descriptors, but flaws exist
1	Little or no evidence of the descriptors

Descriptors	4	3	2	1
Project Achieves Purpose: Project succeeds at its purpose at a high level of quality and provides an excellent model for others. The purpose of the project is clear.	Score/Comments:			
Use of Resources: Project reflects a creative use of available resources and effective use of available technology.	Score/Comments:			
(For performance-oriented projects only***) **Performance is Appropriate for Intended Audience:** The performance is highly appropriate in content, style, and medium to the audience's interests, level of maturity, background, and knowledge.	Score/Comments:			
(For product-oriented projects only***) **Product Reflects Craftsmanship:** Product reflects a high degree of plan designing, creativity (or precision), and a clear sense of the proper sequence of construction steps. This product reflects a high degree of evidence of rethinking in the face of problems.	Score/Comments:			

Mentor's Signature _____

Date _____   **Overall Score:** _____

Seniors: Your mentor must grade your physical project.

PROJECT PORTFOLIO CONTENTS
Place the following in a three-ring binder notebook. Use page protectors for EACH sheet.

1. Notebook Cover

2. Title Page (include your name, topic, mentor's name, and teacher's name)

3. Table of Contents

4. Topic Approval Sheet

5. Letter of Intent

6. Parental Awareness Form

7. Mentor Contract

8. Research Paper

9. Works Cited Page

10. Final Outline

11. Planning Calendar (work on own, pictures developed, supplies purchased, etc.)

12. Time Log

13. Journal Entries (meetings with mentor, work in progress, accomplishments, etc.)

14. Photos with Captions (including one of your mentor and you)

15. Mentor's Scoring Guide

16. Self-Evaluation

17. Project Summary for Judge

PROJECT POWERPOINT GUIDELINES

Use the following guidelines to create stylish and effective PowerPoints/Keynotes:

- **Engaging Your Audience**

  - No more than six bulleted items per slide
  - No more than six words per bullet
  - Take out sentences and replace with key phrases
  - Eliminate punctuation at the end of sentences/phrases
  - Begin each bulleted item with a similar part of speech (active verbs are an excellent choice)
  - Elaborate designs will destroy the impact of the message

- **Maintaining Consistency**

  - Create a style or look for your entire presentation
  - Use the same fonts, colors, and graphic styles for continuity and flow
  - Use a consistent style for your bulleted items
  - Use the same part of speech for each bulleted item

- **Using Fonts**

  - Use a font style that is easy to read
  - Minimum size for fonts for bulleted items is 24 point
  - Choose a maximum of two fonts for your presentation
  - Carefully select standards for titles, subtitles, copy, footnotes, etc.

- **Selecting Colors**

  - Select colors that match or compliment your project
  - Charts and graphs should stand out, but not like a sore thumb

- There must be contrast between the words and the background (avoid white lettering on dark colors)

- **Using Graphics and Photos**

  - Save photos in JPEG format
  - Save all photos/graphics in a folder along with your PowerPoint
  - Use a limited number of photos/graphics to minimize long delays in opening and running your PowerPoint
  - Save the PowerPoint as a 98 version if using a Windows XP machine

- **Transitioning Within Slides and Between Them**

  - Use natural transitions to assist the audience in content focus
  - The easiest transitions are when text drops down from above or appears coming in from the left
  - Using the same transition consistently helps the audience focus on the content
  - Select a different transition when it will enhance a particular slide topic
  - Every slide does not need special effects even though they are fun to do

- **Running Spell Check**

  - Be sure to run spell check prior to your presentation
  - Do not rely on spell check alone
  - Use the thesaurus to add variety
  - Be careful…check for possessives

GRADUATION PROJECT SELF-EVALUATION

1. In at least twenty-five words, describe your project. Be sure to write in complete sentences.

2. Approximately, how many hours did you spend on the Graduation Project?

_____

3. When you first developed your letter of intent, you created a "road map" to accomplish your project. Did your Graduation Project journey match your road map? What surprises, bonuses, detours, and unexpected events did you discover along the way?

4. Circle the appropriate response (Yes, No):
    a.   Did you ask for advice from anyone other than your mentor? yes   no
    b.   Would you recommend your project area for future seniors?   yes   no
   Explain your response.

5. Answer in approximately twenty-five words: Would you feel good about showing your project to an expert for evaluation? Explain.

6. How do you feel about having your paper, project, and evaluation form on file as a model for future seniors? Explain.

    7. Beyond the project, what did you learn about yourself?

8. What would you do differently now that you have completed this project?

9. What grade would you give yourself for your project? State the grade in the blank below and then justify that grade in approximately twenty-five words.

My grade _____ (letter grade)

Justification:

\
\

GRADUATION PROJECT ORAL PRESENTATION
▪ **Practice:**

You must practice your speech in front of your class on the day and time assigned by your teacher.

If you are not ready to practice at the time scheduled, you will be bumped to the very end of the last day's practice session, *if there is time.*

If there is no time left, you will not be allowed to appear in front of the judges.

Practice your speech with your audiovisuals as many times as possible so there will be no surprises at the final presentation.

▪ **Time restriction:**

You have between <u>eight</u> and <u>ten</u> minutes to present your project. You should allot approximately 2.5 minutes to your research, 2.5 minutes to your working with your mentor, and 2.5 minutes to what you learned from this process. It is important to tie the three parts of your project together into a meaningful whole. Be sure to explain and link the three parts carefully. Remember that you should be finished speaking at the ten minute mark. Judges' questions do not count on your time.

PROJECT PRESENTATION EVALUATION

Name: _____ Period: _____ Date: _____

Teacher: _____ Topic: _____

Evaluation Components	Excellent	Good	Satisfactory	Unacceptable
Contents	**4**	**3**	**2**	**0-1**
• Demonstrates a relationship between research and the project • Demonstrates expertise on the topic • Shows strong understanding and insight of his/her project by confidently and accurately responding to panel comments				
Organization of Presentation	**4**	**3**	**2**	**0-1**
• Introduces and concludes the talk in an appropriate manner • Has prepared the presentation carefully • Shows originality and creativity • Uses appropriate audiovisual equipment, etc.				
Communication Skills	**4**	**3**	**2**	**0-1**
• Speaks clearly (pitch, rate, volume, enunciation, pronunciation) • Uses correct grammar • Uses appropriate diction • Uses proper body language (posture, eye contact, gestures)				
Project Description/Explanation	**4**	**3**	**2**	**0-1**
• Demonstrates a knowledge mastery from the research-based paper • Includes a clear statement of the project purpose and provides specific supporting details and evidence of preparation • Includes evidence that the student has evaluated his/her own skills and work on the project				
Time Management	**4**	**3**	**2**	**0-1**
• Stays within the 8 -10 minute time limit for presentation and 15 minute time limit including questions				
Personal Appearance	**4**	**3**	**2**	**0-1**
• Dresses appropriately for the presentation				
Total Points				

SUMMARY FOR NOTEBOOK

Name: _____

Title of your research paper: _____

Research Paper Summary:

Describe your physical project:

Describe the connection between the project and the paper:

What previous experiences have you had in the general area of your senior project topic? If you have none, say so.

What would you like your judges to know about your project that might help them understand more about what you accomplished?

JOB DESCRIPTION

Thank you for volunteering your time as a judge for Graduation Project.

- If you have questions about any aspect of this program, please call.

You have been asked to judge the public speaking phase of the Graduation Project, using the public speaking scoring guide.

The student is required to speak on his or her topic for eight minutes. In some form, he or she should address the following issues:

1. What was the subject of the research paper?

2. What was the subject of the physical project?

3. What was the connection between the paper and the project?

4. What was the "stretch" for the student? That is, what did he or she learn or do that was not known or done before?

5. Are there any applications for the future from this project?

- At the end of the speech, the head judge conducts a three minute question and answer period. Each judge should have at least one question about some aspect of the student's project. Final scores include an assessment of the student's ability to field questions. However, armed with only fifteen hours of experience in their project field, these students must be judged on the very limited knowledge that they have had time to master.

The average of your panel's evaluations will count one third of the student's Graduation Project's grade which will count, in turn, one third of the student's final grade in English IV. The research paper (one third) and the physical project (one third) have already been graded. Your part is to furnish a grade for the student's public speaking component.

GRADUATION PROJECT JUDGES

INSTRUCTIONS FOR HEAD JUDGES

- **Head Judges:**

Introduce the community and faculty judges to each other. In most cases, this meeting will be the only time that people from the community will have a chance to see what is going on in our school and the quality of our teachers.

When everybody is settled, call for the senior listed in alphabetical order.

Be the host and introduce the senior to the judges.

The head judge then indicates that the three minute question and answer period is ready to begin.

> ➢ Please be attentive to what the judges are asking. If you sense hostile questions, or a judge is asking questions that are not related to the senior's project, bring the focus back to what the student actually did.

The head judge will end the question and answer period at a natural stopping point after the three minute period.

Thank the student, then instruct the judges to score the presentation. Judges may confer, but time is vital if you have more presenters to come.

Staple the sheets together for each student. The scores will be averaged later. Call

for the next senior…