Eugene Ashley High School

Senior Project Handbook

2016

New Hanover County Schools Mission Statement

The mission of New Hanover County Schools, in collaboration with our parents and the community, is to strive to provide children an excellent education in a safe and positive learning environment where they are prepared with the critical skills to reach their full potential for a world yet to be imagined.

North Carolina State Board of Education Mission Statement

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century. The goals are as follows:

Goal 1: NC public schools will produce globally competitive students.

Goal 2: NC public schools will be led by 21st century professionals.

Goal 3: NC public school students will be healthy and responsible.

Goal 4: Leadership will guide innovation in NC public schools.

Goal 5: NC public schools will be governed and supported by 21st century systems.

Graduation Project Philosophy

New Hanover County Schools believes the Graduation Project is an invaluable culmination instructional experience that challenges students to demonstrate fundamental skills they have learned throughout their high school years in front of their peers, teachers, and community members. Most importantly, this multifaceted, authentic project helps prepare students with the essential skills to enter the workforce or the next level of higher educations.

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Requirements for the Graduation Project

Paper ⇨ Product ⇨ Portfolio ⇨ Presentation

Deadlines

➡ **Students must adhere to due dates and times for maximum credit on any given assignment.**

➡ **If late work is submitted, points will be deducted according to the following:**

> Items that are turned in on time will have a maximum grade of 100.
>
> Late items will be deducted 10 points per day
>
> Items that are up to 72 hours late will have a maximum grade of 70.
>
> Items that are more than 72 hours late will receive a grade of 0, but must still be completed in order to complete the Graduation Project exit standard requirement. This includes being absent from or late to class/school and participation in school related activities. Difficulties with technology are no excuse for late or missing work.
>
> If a senior wishes to revise his/her Graduation Project topic in any way after the initial approval by the Advisory Board, the senior must present a typed business-format letter to the Advisory Board in a timely manner.

Plagiarism

Plagiarism on any aspect of Graduation Project is unacceptable and puts earning credit for the co-requisite in jeopardy. Review plagiarism policy on page 8 for specific examples.

Components

Students must complete all four of the following components of Graduation Project.

➡ 1. THE RESEARCH PAPER: The topic must be approved by the Advisory Board.

- **LENGTH:** 6-8 full pages, typed, double-spaced pages of text with one-inch margins in Times New Roman, 12 point font.

- **SOURCES:** Minimum of 5 sources, including at least one primary interview and two or more Internet sources. Interviews may be conducted in person, via Skype, telephone, or e-mail.

- **FORMAT:** The research-based essay can be constructed from any genre, as specified by the English teacher, including but not limited to:

  Expository
  Compare and Contrast
  Cause and Effect
  Argumentative
  Critical review
  Analytical
  Literary

- **TYPES OF DOCUMENTATION:** Parenthetical according to the latest edition of the MLA.

- **FACULTY ADVISOR:** If applicable, students may utilize a faculty advisor for assistance with the research paper.

Requirements for the Graduation Project

➡ 2. THE PHYSICAL PRODUCT: The product must be approved by the Advisory Board.

- **PRODUCT CHOICE:** The product is an appropriate outgrowth/extension of the research, which may be a physical or nonphysical product. The students may not be paid for work involved in this project. Examples include, but are not limited to:

      Physical product
      Written product
      Performance
      Conduct a teaching or leadership experience
      Physical experience
      Career-related project

- **HOURS/EVIDENCE:** The student must document at least 12-15 focused/direct contact hours towards the product on the Product Log and provide evidence of completion through photographs and/or video. Students are responsible for all content, photos, and video. Students will also be responsible for sharing any other evidence of their product as per their teacher or Advisory Board's request.

- **PRODUCT CHOICE EXTENSIONS:** In choosing a product, a student may take the following into consideration:

      Per Advisory board/teacher approval, a student's product can extend the student's learning from another class or experience.

      The product can extend work in current country programs and/or specialized learning areas, such as CTE internships, service-learning courses, electives, and extracurricular activities.

      See additional special product information on page

- **SPECIAL REQUESTS:**

      Any student producing a product involving the use of school facilities must fill out the facility use form found on-line and have an administrator approve it. Facility use fees may apply. Go to http:www.nhcs.net/facilityuse.htm

- **SPECIAL PRODUCTS:**

Any student considering products that involve fundraising must refer to Fundraising Requirements in the Product section. All fundraising MUST be approved in writing by the principal PRIOR to any money being collected. All money must be turned into the school treasurer and all NHCS financial procedures will apply. There is now an electronic format for fundraising approval. Fundraising procedures are on the NHCS webpage under the Employee tab.
http://www.nhcs.net/fundraising fundraising/htm

Any student producing a product involving the use of school facilities must fill out the facility use form (in Product section) and have an administrator approve it and send the approval form with Letter of Intent. Facility Use fees may apply. Any student who wishes to use NHCS buildings MUST be pre-approved to use any space of NHCS buildings PRIOR to committing to a project. Go to http://www.nhcs.net/facilityuse.htm for more information.

Any student completing a product involving teaching a class must refer to the "Teaching a Class" guide in the Product section for the required criteria.

Any student whose Product involves coaching must refer to Coaching in Product section.

Any student choosing a product involved with a business plan should refer to Creating a Business Plan in the Product section.

Requirements for the Graduation Project
➡ 3. THE PORTFOLIO: This is a compilation of student's work on the Graduation Project.

It is the responsibility of the student to save completed work in order to create a final portfolio. Students may use options such as flash drives, Google drive, or a school server to back up any files needed throughout the entire project. Students must create a tangible portfolio. The portfolio will consist of the following assignments:

Cover Page
Letter to Board Judges
Resume
Thank-You Letters
Two Reflections
Letter of Intent Cover Page
Letter of Intent
Research Paper
Outline
Work Cited Page
Product Log
Product Evidence

➡ 4. ORAL BOARDS PRESENTATION: The student will present a final speech before a panel of judges to showcase the completion of all phases of the Graduation Project.

- **FORMAT:** Formal speech based on research paper, product, and personal growth. A balance should be maintained between the three.

- **PREPERATION:** Student must complete practice speeches before Oral Boards as determined by the teacher and school.

- **SPEECH REQUIREMENTS:**
    > 8-10 minutes minimum
    > Inclusion of a visual
    > Professional dress

Policies and Procedures

➤➤➤ The student must pass ALL COMPONENTS of the Graduation Project in order to fulfill the requirements for English IV and to graduate. A student may take this class only if s/he can graduate this school year and if s/he has passed English I, II, and III. Tell your teacher or counselor immediately if you do not meet these requirements.

➤➤➤ If a new semester has already begun and has gone beyond the three-week mark and a" student transfers into a New Hanover County Schools English IV class from outside of the county, this is considered to be a special circumstance that will require modification of Graduation Project guidelines. Because this student will still need to complete all four required components of the Graduation Project, the student must make an appeal for modification to the Advisory Board in the form of a typed business letter. This letter must include the specific reason for the appeal (late transfer) and a suggestion provided by the student's English IV/Graduation Project teacher for specific modification(s). *The request will be granted only if the Advisory Board feels the circumstances are beyond the student's control and sufficient documentation has been provided.*

➤➤➤ A student's Graduation Project research paper and physical product must be a "learning stretch," and the research paper and physical product must be related.

➤➤➤ The selection of the product component is an important decision, so a student should pick"something in which s/he is interested. However, all consequences of the product choice and production, unless otherwise stated, rest solely on the student and parent(s). The Advisory Board must approve all topics.

➤➤➤ Emergency appeals to the Advisory Board for late work must be submitted as soon as possible, but no later than 48 hours following the due date. The request for this appeal must be in the form of a typed business letter. This letter must include specific reasons and documentation for the request. *The request will be granted only if the Board feels the circumstances are beyond the student's control and not the result of poor planning.*

➤➤➤ After the Advisory Board has approved the research paper topic and the physical product, only in an emergency will a change be considered by the Board. This request for change must be in the form of a typed business letter must be delivered to the Advisory Board Chairperson for consideration by the Board. This request must include specific information to explain the emergency, and a photocopy of any documentation should be attached to the letter. See the calendar for the final deadline for changes.

➤➤➤ When a change is approved by the Board, the parent and student must sign a revised Parent/Student Consent form. The student must return this form to his/her English teacher within three days of the Advisory Board's approval.

➤➤➤ Absences have no effect on due dates.

➤➤➤ Computer, printer, and/or CD/DVD problems are not excuses for late work.

➤➤➤ All projects are individual (no pairs or groups).

➤➤➤ If the student is using a video, s/he is responsible for everything on the videotape. The student must look at all of the tape before turning it in with the physical product.

➤➤➤ All videotape must be transferred to CD/ DVD before the physical product due date.

➤➤➤ A student or parent must obtain the approval of the principal of any school a student wishes to visit for any aspect of the Graduation Project. After receiving this approval, the student should check in at the office for a visitor's pass for each visit.

➤➤➤ Once the Advisory Board approves the Letter of Intent, the student must do exactly what the Letter of Intent states. Therefore, it is wise to review that letter often throughout the Graduation Project journey.

Grading Procedures For English IV

Graduation Project is the co-requisite for any of the English IV courses, including English IV, Honors English IV, AP Literature and NCVPS. A student's Graduation Project grade will be identified through a separate course number as well as an automatic honors weighted credit.

The four components are graded as follows:

- Final Research Paper: 25%
- Product: 25%
- Portfolio: 25%
- Oral Board Presentation: 25%

Students must pass (score a 60 or above) all four components in order to fulfill this county graduation requirement.

All assignments outside of the final research paper, product, portfolio, and oral board presentation will be included in the student's English IV/Honors English IV/AP Literature/ NCVPS grade.

The final grade for the Graduation Project co-requisite course will only appear on the final fall or spring semester report card (depending upon which semester the student is enrolled in the course). As a result, students enrolled in the co-requisite Graduation Project course will not receive a nine weeks grade on their report card.

Students who pass the English IV/Honors English IV/AP Literature/NCVPS course, but do not pass the Graduation Project co-requisite must complete any necessary assignments in order to fulfill the graduation requirement. This process will be determined by the teacher, Graduation Project coordinator, Graduation Project Advisory Board and school.

Students who pass the Graduation Project co-requisite, but do not pass the English IV/ Honors English IV/AP Literature/ NCVPS course must retake the course. However, they will not have to complete the Graduation Project co-requisite again.

Final Exam

The final grade will be calculated by averaging the scores received on the four Graduation Project components (Final Research Paper, Product, Portfolio, and Oral Presentation). This average will be counted as 25% of the semester grade.

The senior is not required to be present at the designated time period for this final exam. If the senior is on campus at this time, he or she must be in the English teacher's classroom.

There is definite flexibility in how an individual teacher addresses participation, classwork, homework, essays, tests, etc.

Plagiarism Policies

Plagiarism is presenting someone else's words or ideas as your own. It is a form of stealing and is a serious offense. The penalties for plagiarism are severe. Teachers will check for similarity issues through different resources, such as turnitin.com, to determine if a student is guilty of plagiarism. Any form of plagiarism through the Graduation Project can result in possible failure of the Graduation Project.

Examples of Plagiarism in the Research Paper:
- Copying the author's exact words without using quotation marks
- Copying the author's exact words in quotation marks but not giving that author credit.
- Paraphrasing an author's ideas without giving the author credit.
- Copying another person's work or paper and claiming it as your own.
- Not providing adequate source documentation

Examples of Plagiarism in the Portfolio:
- Using any or all of another student's portfolio materials as your own
- Falsifying any documents and/or signatures

Examples of Plagiarism in the Oral Board Presentation:
- Using another person's presentation materials as your own
- Using materials without the permission of the creator
- Not providing adequate source documentation

Examples of Plagiarism in the Product:
- Submitting another person's work as your own
- Falsifying any documents and/or signatures
- Using another person's presentation materials as your own
- Not providing adequate source documentation
- Using materials without the permission of the creator

Graduation Project
Parent/Guardian/Student Consent Form

As the parent and/or guardian of (print name) _____, who is a student enrolled in English IV, I am aware that he/she must complete the Graduation Project in order to fulfill the requirements of English IV and graduate.

My son/daughter has decided to write a research paper on_____

For the physical product, he/she will be _____.

I understand that shadowing/observing a person is not sufficient to complete the physical product; there must be a product that is produced. This physical product must be related to the research paper topic and represent a "learning stretch" for my son/daughter.

I understand that a third component of the Graduation Project is the completion of a portfolio, which documents the entire process. My role in this process is to periodically check on my son's/daughter's progress so that he/she will successfully meet due dates.

Finally, in completing Graduation Project, I understand that my son/daughter will deliver an oral presentation to a board of judges chosen from the community. In order to best prepare my son/daughter for this aspect of Graduation Project, I am willing to coach him/her.

I understand that my son/daughter will be responsible for meeting with a faculty advisor and mentor(s), who will be signing verification forms for the time spent on the physical product. He/She will also be interviewing an expert on his/her topic during the research process.

I am aware that to participate in the recovery program for the research paper, my son/daughter must explain the reasons for the request before the school's Graduation Project Advisory Board.

Any money will be handled according to NHCS financial procedures.

As part of this project the student and the parent or guardian hereby agree to complete all work with the Graduation Project with honor and integrity. We, the undersigned, agree not to plagiarize, falsify documents, use another person's work, or cheat in any way. We also understand that failure to adhere to these standards will result in the possibility of failure. Please sign below indicating your agreement and understanding of these terms.

Parent/Guardian_____ Date_____

Student_____ Date_____

Letter of Intent Format

The letter of intent is very important for many reasons. First, it gives you an opportunity to explain what your research and product will entail as well as a chance to illustrate why this topic/idea suits your personality, talents, and aspirations. The Advisory Board will approve or request modifications be made to your idea for the Graduation Project based on what you write in this letter. You must make sense! You must specifically state what you are planning to do. Also, later in the semester, your teacher will grade your physical product based on the components outlined in this letter.

FORMAT:

1. Use the business letter format. (See SAMPLE Letter of Intent in this handbook.)

2. Set the margins (top, bottom, left, and right) to one inch—go to File, Page Setup, Margins.

3. Set your font to Times New Roman 12 font.

4. Limit your letter to one (1) page.

5. Double-space ONLY between each section.

6. Single space everything else.

7. Do not indent the first sentences of your paragraphs.

8. Do not abbreviate or use contractions.

9. The return address is your home address with the date under it. DO NOT put your name here.

10. The inside address should be -

> Graduation Project Advisory Board
> Complete Name of Your High School
> Street Address of Your High School
> Wilmington, North Carolina 284_ _

11. The salutation is – Dear Graduation Project Advisory Board:

CONTENT:

Although certain content is required, the key to a good letter is personal voice, insight, and organization.
Write your letter so that it reflects YOU! The template on the next page can assist you.

ATTACHMENTS:

Attach necessary Permission Forms or Fundraising Product form to the Letter of Intent.

Research Paper Requirements

1. ALL DRAFTS OF THE RESEARCH PAPER MUST BE TYPED double-spaced in 12 point Times New Roman with one-inch margins.

2. The LENGTH is a minimum of 8 pages; this means 8 FULL pages of text. This does not include the required minimum of 1 page for the outline and at least 1 page for the Works Cited page.

3. A minimum of 6 SOURCES is required. At least 1 source must be an interview, and 2 sources must be from the Internet. Printouts of ALL Internet sources are required. No general encyclopedias, including Wikipedia, may be used as sources.

4. The paper must include at least 3 direct quotations (either full or partial).

5. You must PHOTOCOPY the pages which you use in print sources. Write the title and the author of the source on the first page of the copies.

6. All sources must be reputable. This means that the information on which you wish to take notes is from a reliable source like a news agency, a university, a well-known publication, government agency, etc. A blog on the Internet written by Suzie Smith in Kalamazoo about her views on politics would not be considered a reputable source. *Note: If you find a good source on the Internet, print it out when you see it. The same site my not be there or may be altered when you go back later.*

7. In order to fulfill the length requirement, narrow your topic and make sure you can find the required number of reputable sources.

8. Research means finding what others have written about the topic, so you must choose a topic with readily available sources. You may not be able to wait for inter-library loan.

9. The research paper is also known as a DOCUMENTED paper. This means that you CANNOT INSERT anything you already know or your opinion in the paper. Every fact, data, statistic, opinion, etc. must be credited to one of your sources.

10. You may not use a set of general encyclopedias. However, there are some references labeled "encyclopedia" or "cyclopedia" which are fine since they are specific to the subject. If the word "encyclopedia" is in a source title, check with your teacher before using it.

11. Do not leave your research materials anywhere. Keep them in your sight. No matter whose fault it is (or isn't) if these materials are lost, you will have to start over and meet the same deadlines.

12. ABSENCES: If you are absent on a due date, you must get your work to your teacher on time NO MATTER WHY YOU ARE ABSENT. See the late work policy for Graduation Project requirements.

Research Paper
STEP 1:
Selecting a Topic

The first step is to select a topic which is related to your Graduation Project product. Do general reading in the area you have selected to gain basic knowledge. From this information, you should be able to limit the topic to the required 8 full pages of text.

STEP 2:
Writing the Working Outline

An outline has a specific purpose – to save you time. During the research process, BEFORE you begin taking notes, you will create a Working Outline. You will have an idea of what to include on this outline after you have done some general reading on your topic. The term "working" indicates the outline will probably change as the research on the project progresses. The purpose of the working outline is to help the researcher decide on what he or she should take notes.

The initial draft of the working outline must include at least three main headings (Roman numerals) with subtopics (A & B) under each.

As you take notes, you will keep this outline with you to complete subject headings for your note cards. You will continue to revise and expand this outline as you learn more about your topic.

The form you will use for writing the working outline is called a Topic Outline. A Topic Outline will be made up of words, phrases, or clauses which will indicate the topics to be covered in the paper. The only complete sentence in a topic outline is the thesis.

All outlines must adhere to the following:

1. Be typed on white, unlined paper in Times New Roman 12 point font with one inch margins and double-spaced.

2. Use proper spacing and thesis placement as shown in the Working Outline sample.

3. Create a title and place it in the center of the page above the outline.

4. Use a complete sentence only for the thesis.

5. Use parallel grammatical structure for information listed under each Roman numeral and for each letter appearing under individual Roman numerals.

6. Capitalize the first word for each topic and any proper nouns.

7. Do not split sections (such as all of I.A.) when you get to the bottom of a page. Instead, take the entire lettered section to the top of the next page.

8. Put a period after each Roman numeral, sub point letter, or numbered detail. Do NOT put a period at the end of each line.

9. Rule of thumb: You cannot have a 1 without a 2 or an A without a B. The fewest number of subdivisions in an outline is two.

10. Note the vertical alignment of the Roman numerals, letters, and numbers in the sample. If your program has an automatic spacing function for outlines, disable this function in order to maintain proper hanging indention (the proper alignment for each line).

Research Paper
Thesis

The thesis is a sentence which clearly indicates material to be included in the paper. Know that the thesis, the heart of your argument, dictates your title, your outline, and the actual writing of your paper. The thesis may change slightly from the Working Outline to the Revised Outline in the final paper.

Your final thesis statement should conform to several conventions:

1. It declares the main issue in a full, declarative sentence, which is not a question or a statement of purpose, or merely a topic. It generally is a complex sentence.

2. The thesis MUST prove a point about the research topic.

3. It should include the main focus of the paper which proves a particular point.

4. It may include the three main points to be made.

5. It limits your subject to a narrow focus.

6. It establishes an investigative, inventive edge to your discovery, interpretation, or argument.

7. It points forward to your conclusion.

8. It conforms to your note card evidence and your title.

STEP 3
Writing a Working Bibliography

Now that you have selected and limited a topic and have written a Working Outline, you need to make sure you can easily find information on this subject. In this step, you must find at least 6 sources which provide material about your topic. You will write publication information about these sources on 3x5 index cards (called bibliography cards); this will be called the Working Bibliography.

REMEMBER, of these 6 sources, 1 must be an interview and at least 2 must be from the Internet. Later, you might decide to add more sources and possibly not use one of these first 6.

The main idea of this step is to make sure you can find material and to learn how to record the publication information correctly. You are NOT taking notes at this point.

Research Paper
STEP 4
Taking Notes

Your research paper will only be as good as the notes you take. Therefore, it is necessary to have a clear understanding of what plagiarism is and how to paraphrase properly.

Plagiarism

Plagiarism is presenting someone else's words or ideas as your own. It is a form of stealing and is a serious offense. The penalties for plagiarism are severe. Plagiarized papers can result in possible failure of the Graduation Project.

WORK THAT IS CONSIDERED PLAGIARISM

A. Copying the author's exact words without using quotation marks
Example: Our literature shows that humans can adjust to the unacceptable and yet still find a way to forgive (Giovanni viii).

B. Copying the author's exact words in quotation marks but not giving that author credit.
Example: "Our literature shows that humans can adjust to the unacceptable and yet still find a way to forgive."

C. Paraphrasing an author's ideas without giving the author credit.
Example: The example provided by literature written by African Americans stands as proof that people can survive and remain hopeful despite hardship and injustice.

D. Copying another person's work or paper and claiming it as your own.

Paraphrasing

Paraphrasing is writing an author's ideas and facts in your own words. Paraphrased material should be written in your own words and in your own writing style.

Simply substituting one word for another or making minor changes in sentence structure is not paraphrasing, and the use of inadequately paraphrased material is considered plagiarism.

You must credit your source using internal documentation even if you paraphrase the idea. Use of paraphrased material without appropriate internal documentation is also considered plagiarism.

Note: Several terms are used to refer from this method of giving credit for the ideas of others in your paper: internal documentation, parenthetical documentation, citation, in-text citation, in-text notes, etc.

Research Paper

Writing the Rough Draft ☞ Using Internal Documentation ☞ Completing a Work Cited Page

STEP 5
Write

Just do it! Nothing looks worse than a piece of blank paper or a computer that keeps bleeping back to a cute screen saver. Don't worry about winning a writing award at this point. Your job is to follow the outline closely, synthesize notes clearly, and document facts accurately. Go for organization and clarity. Once you get it all typed, then go back and revise.

As you write, you MUST document where you obtained the information. This is crucial. Do not begin writing until you have read the information on how to do the internal documentation.

Make sure you paraphrase information in YOUR WORDS; exact words from the source must be enclosed in quotation marks. Not giving credit to someone else's words OR ideas is plagiarism. Do not begin writing until you have read the section on plagiarism. Remember that every direct quotation must be introduced by your words; a research paper is NOT a list of direct quotes.

The rough draft also includes a Works Cited page. This is basically when you type the information from the bibliography cards onto a piece of paper that is placed at the end of the research paper text. See the following pages for the correct format.

Writing tips:

Introduction:

· Begin with an attention grabber. Attention grabbers, like an interesting quotation, an example, a case study, or an analogy, involve the reader and make him or her want to read the paper.

· Write 3-4 sentences/General-Specific information.

· Include the thesis as it is written on the revised outline.

Body Paragraphs:

✍ Write a topic sentence for each paragraph.

✍ Write a sentence to introduce the sub point.

✍ Use information from the note cards to write sentences to explain each section. The note cards are in the order that you want to use them. Transfer the information from each card to the paper.

✍ Quote at least 2 sources for each sub point.

✍ Write the internal documentation as you go.

✍ REMEMBER: You must include at least 2 internal citations per sub point.

✍ Elaborate! Explain!

✍ End each paragraph with a concluding sentence that sums up the main idea for the paragraph.

NOTE: Decide whether you need to start a new paragraph at the end of each sub point or main idea. This depends on how much information you have. If the paragraphs are very long, you may want to break them up.

Research Paper

Writing the Rough Draft ☞ Using Internal Documentation ☞ Completing a Work Cited Page

Conclusion:

• Write 1-2 sentences to summarize each Roman numeral.

• Restate the thesis using different words but focusing on the same main idea.

NOTE: The conclusion is different from the intro in that you gave the readers a taste of what you were going to discuss in the beginning; in the conclusion, you reiterate exactly what you explained.

REMEMBER:
The text of the paper itself must be a minimum of
SIX FULL PAGES.

WRITING TIPS:

1. Do not use the pronoun "you."

2. Do not use the pronoun "I."

3. Do not use contractions.

4. Use spell check.

5. Write in complete sentences.

6. Follow standard mechanical and grammatical rules.

7. Follow the outline. If you decide you want to change the order as you write, you must also make this change on the outline.

8. Write internal documentation AS YOU WRITE THE PAPER.

9. Make sense.

10. Use transitional words and phrases.

Source Card Format

Source cards are 3" x 5" index cards upon which bibliographical information is listed. Bibliographical information includes the author's name, the name of the book, publishing information, and other information. You will need to complete a source card for every source used in your research paper.

Please make note of every comma, period, colon, and parenthesis; make sure you are following the correct format for the type of source used. Samples of bibliographical forms are given. These samples correspond to guidelines set by the most recent edition of the Modern Language Association (MLA).

If you are unsure of which format to follow, or if the source you are using is not included in the sample bibliographical forms pages, ask your teacher for assistance. Take your time and do it right!!

All source cards must adhere to the following form:

1. Every line except the first line of a source card is indented. This procedure is called **hanging indention**. The purpose is to call attention to the name of the author and make alphabetizing easier.

2. **Italicize** titles of books, magazines, and newspapers. Put **quotation marks** around titles of chapters, articles, and essays. Do not underline punctuation such as periods and commas; put periods and commas inside quotation marks.

3. Capitalize the title as it is capitalized in the source.

4. Use the following abbreviations for missing information:
   no city of publication: N. p.
   no publisher: n.p.
   no copyright date: n.d.
   no page number: N. pag.
Note: The "n" is capitalized when it follows a period.

5. Each card should have the following information:

   o **call number** for a book located in a library (found on the book's spine)
   o **source number** (a number you assign to each source you use)
   o **location** of the source (where you found this source)
   o **bibliographical information**

Sample Source Card

Call Number → 321.2B   1   ← Source #

                 Berger, Peter L. The Noise of Solemn Assemblies:
                     Christian Commitment in America.   ←   bibliographical
                     Garden City, NY: Doubleday, 1961.   Information

                                        New Hanover County Library

Location

Source Card Frequently Asked Questions

1. When several locations for the **publisher** are given, use the one closest to you.

2. When several **copyright dates** are given, use the most recent one.

3. If the **place of publication** is not a large city, use the state's abbreviation, also.

4. Each entry **ends with a period.**

5. The **author's last name** is written first in the bibliographical entry. If there is more than one author given, only the name of the first author is reversed.

6. If there are **more than 3 authors** given, use the name of the first author followed by *et. al.* (which means "and others"). Note the period in the *et. al.*

7. When the author of the section you are using is given, that name is first; the **editor's name** goes after the title of the book. Note that here the abbreviation for editor is capitalized because it precedes his or her name. Example: Ed. Susan Smith

8. When a **separate author of a section** is not given as in #7 above, use ed. for editor. For example:
   Smith, Suzanne, ed.   Jones, Tom, et. al. eds.

9. If you have an article in quotation marks, you MUST PUT THE **PAGE NUMBERS** on the source card. However, if there is no title in quotation marks, do NOT put page numbers.

10. In some references, **no author's name** is listed. Look for a name at the end of the entry. If no name is given, begin the biographical entry with the editor's name. If no author or editor is listed for the source, then begin the entry with the title of the source.

11. For an **introduction, foreword, or preface**, begin as usual with the author (who may be the editor).
Then write the type of work (Foreword, Introduction, Preface, Afterword). Capitalize these words but do NOT underline or place in quotation marks.

12. MLA says to shorten names of **publishers**. For example, Harcourt Brace Jovanovich becomes simply Harcourt, and McGraw-Hill becomes McGraw, and the University of Chicago Press becomes U of Chicago P (with no periods).

13. MLA uses U as the **abbreviation** for university and P for press.

Interview Tips

The most important aspect of this process is the preparation you do before the actual interview. Being focused and polite will help you get the information you need.

TIPS:

1. Select someone to interview who is an expert in the field you are researching. Remember that you want to gain as much specific information as possible about the topic so that you can incorporate these facts/data/statistics into your paper.

2. Make an appointment with a specific date, time, and location. **Make sure you are on time and dressed neatly for this appointment.** A good rule of thumb is to arrive at least ten minutes before the scheduled time.

3. When arriving, introduce yourself in a professional manner. This means a firm handshake, smile, and eye contact. Remember to speak clearly and loudly enough to be heard easily. Do not sit until you are asked to do so.

4. State the purpose of the interview again and thank the person for his or her time.

5. Bring a notepad and pen to take notes. (If you would like to tape the interview, you must ask permission.)

6. During the set-up call, you may want to ask about any pamphlets or other sources the interviewee can provide for you as additional resources that you can take home with you after the interview.

7. Prepare a list of questions. Look at your working outline and write detailed questions that you hope this person can answer. Be aware that other questions/answers will come up during the interview. This is a good thing! Write down this additional information as well.

8. During the interview, do not be afraid to ask the interviewee to clarify information. While most of the notes will be written in phrases and bulleted, any direct quotes must be written EXACTLY. It is OK to say, "Let me make sure I've quoted you correctly. You said. . ." Then read back the sentence or sentences to him or her.

9. At the end of the interview, thank this person again for his or her time.

Interview Guide

1. Design questions based on the thesis of the research paper and on the expertise of the person to be interviewed.

2. Identify the three main prongs/points of your thesis. For each prong/point construct specific questions.

3. The questions should not be ones for which there is only a "yes" or "no" answer.

4. The number of questions you create will depend on the amount of time allotted from the actual interview. A general guide would be to have on hand ten well-constructed questions.

5. Type the questions with space between them to write the answers as the interviewee gives them.

6. Be prepared during the interview to "piggy back" additional questions to the ones you have already written prior to the interview.

7. Be sure to include a typed copy of the interview questions in the portfolio.

After the Interview:

- Write a thank-you letter to the person.
- Review your notes as soon after the interview as possible.
- Transfer this information to note cards – consolidate information and omit information you can't use. Keep in mind information must be on note cards and used in research paper.
- These interview note cards will become a part of the total note card count.
- Be careful that direct quotes are accurately recorded. If in doubt about a specific comment, contact the person again for clarification.
- Make a list of additional resources you have uncovered during the interview.

Interview Sample Questions…

Be familiar with the research topic. This will help you come up with informed, knowledgeable questions.
Be curious. Ask questions that occur to you during the interview.

Here are some ideas to help you get started:
Ask the person's full name and title. This basic information will be needed for the research paper. It will also serve as an icebreaker to make you feel more comfortable during the remainder of the interview.

1. What is your background in . . . ?

2. How did you get involved with . . . ?

3. How long have you . . . ?

4. Where did you receive your education or training in . . . ?

5. Who else has . . . ?

6. What is the most difficult aspect of . . . ?

7. In my research I have come across this term which I do not understand. Can you explain . . . ?

8. Can you explain the process for . . . ?

9. What are the salary expectations for . . . ?

10. What is the average cost for lessons in . . . ?

11. Whom do you consider the most influential person in the field of . . . ?

12. What has had the greatest impact on . . . ?

13. What is most challenging or rewarding about . . . ?

14. What is next in terms of . . . ?

15. What opportunities exist locally for . . . ?

16. What advice would you give for someone considering . . . ?

17. This is my working outline for this topic. Do you have suggestions or additions for . . . ?

18. What is the procedure for . . . ?

19. How do you envision the future of…?

Special Situations For Products

BUSINESS PLAN

If your Graduation Project is creating a business and a business plan, you must include the following items in this plan. These are the minimum requirements.

1. Title Page

2. Contents

3. Location and Explanation

4. Mission Statement

5. Executive Summary
    - *The company*
    - *The company's mission*
    - *The company's products and services*
    - *The company's marketing and sales strategy*
    - *The competition*
    - *The target market*

6. Layout

7. The Competition *(Give names of those establishments and to whom they cater.)*

8. Target Market *(market description, market size and trends, target customers, market readiness)*

9. Personal goals

10. Business goals *(longevity, finance)*

11. Management/Personnel *(include salary)*

12. Standards *(service, facilities)*

13. Accounts to be opened and miscellaneous to-do list *(phone service, sales tax permit, IRS tax number)*

14. Itemized Monthly Cash Flow Projection for years 1, 2, 3

15. Chart for each of the first three years showing overhead and profit

16. Personal Financial Statement *(annual expenses, assets, annual income)*

COACHING

✳ Must have a clearly defined audience to coach; a specific team or group must be identified.

✳ Must have a notebook/folder of specific techniques or drills for different groups to work on. These plans need to explain in detail how each session will improve the person's or team's performance. There needs to be pre and post standard of measurement. This can be done by measuring timings, counting completed tasks, or submitting a video of improved performance.

✳ There must be an obvious LEARNING STRETCH; going from player to coach is not a sufficient learning stretch. You need to coach in areas in which you are not familiar. For example if you are an offensive player, then you need to learn defensive techniques or drills and demonstrate your teaching of these areas. This includes coaching an age group other than high school.

Special Situations For Products

TEACHING A CLASS

Do not think that teaching a class is the easy way out. On the contrary, it takes a lot of planning to have an interesting lesson. You should also design activities that utilize the learned material, and there should be some type of assessment at the end. (Students love games and prizes!) Also, you should start almost immediately on this because you have to fit the lesson into the context of the teacher's class, do the lesson plan, get it approved by your Graduation Project teacher and the classroom teacher, and then design each facet of the lesson. What most people think will take 45 minutes actually takes only about 15-20 minutes! Therefore, you have to practice and time it.

IF YOU ARE TEACHING A CLASS, YOU MUST DO ALL OF THE ABOVE AND THE FOLLOWING:

1. Find a teacher who will allow you to teach his/her class. Choose a class where the information that you will present will be relevant to the students' learning.

2. Teach for a minimum of one hour that may be in 15 minute increments.

3. Be videotaped while you teach the entire one-hour lesson.

4. Must have a minimum of 3 hours observational time with documented notes.

5. Must prepare a notebook of typed lesson plan, handouts, activities for each lesson, and student work samples. This should also include visual documentation, including pictures, samples, and /or electronic documentation.

6. Fill out the lesson plan form on the following pages. You must discuss the lesson plan with your English teacher ahead of time.

7. Must document pre and post measurement in lesson.

8. Must include at least one group activity and one individual activity in lesson.

9. The detailed lesson plan must be approved by the teacher who is allowing you to present to his/her class.
This is required!
   - Do this at least two weeks before actually teaching your lesson.
   - Have the teacher whose class you are teaching sign off if s/he approves it. If not, change it as s/he suggests and try again.
   - Show the approved lesson plan to your English teacher immediately. You must do this before teaching the class in order to avoid a failing grade on the Physical Product.

10. Teach a class that has at least 15 students **present** on the day of your lesson.

11. Anyone who is under 18 must have permission form (see Table of Contents for pages) signed by a parent or guardian before s/he can be videotaped. Anyone who is 18 years old can sign for him/herself. Deliver these permission slips to the classroom teacher for each student in the class. Do this at least one week in advance. Collect the permission slips from the classroom teacher two days before the day of your lesson. You MAY NOT videotape any student who does not submit the permission form.

New Hanover County Schools
Graduation Project

NC 6-POINT LESSON PLAN EXAMPLE FORMAT

Senior Name:	Topic:
English IV Teacher:	Date of Lesson:
Supervising Teacher Name:	Location of Presentation:
Supervising Teacher E-Mail	Class/Grade:

* Attach all presentation materials to lesson plan.

Activity	Description of Activities and Setting	Materials and Time
I. Focus and Review Establish prior knowledge		
II. Statement Inform students of objectives		
III. Teacher Input Present tasks, information, and guidance		
IV. Guided Practice Elicit performance, provide assessment, and feedback		
V. Independent Practice Retention and transfer		
VI. Closure Plan for maintenance		

New Hanover County Schools Student Image Permission Form

Dear Parent/Guardian:

Please read over the following and make a decision as to whether you grant permission for NHCS to post, print, or release your child's image/photograph or student work.

Examples of how your child's image/photograph or student work may be used:

- Appear in a printed publication such as a class picture, newspaper, magazine, or yearbook

- Submitted as samples to programs (examples: sports programs or play programs) or as contest entries to sponsors

- Utilized as a demonstration or sample in educational workshops, classrooms, and/or conferences

- Appear on video/electronic image made during a student presentation of a project, or in broadcasts or video/electronic image, which may or may not be used by a local television station or school/county project

- Other educational activity as NHCS deems necessary

Your child's name or address **WILL NOT** be included with your child's image/photograph or student work when published on the Web.

RELEASE AUTHORIZATION

Your permission grants NHCS approval to publicize without prior notification and remains in effect until NHCS receives written notice that you would like this revoked.

I/We DO give permission for _____'s image/photograph or school work to be used as described above. We are willing to release this into the public domain.

****

I/We DO NOT give permission for _____'s image/photograph or work to be used as described above.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Address: _____

City, State, Zip Code: _____

Phone Number: _____   Date: _____

Please return this signed form to your child's teacher.

Bibliographic Forms for Sources
(see MLA Handbook for sources not listed)

Interview that you conducted

> Last name, First name. Type of interview. Date.

Interview to be used as a source (NOT the required interview to be conducted by student.)

> Ellison, Ralph. "Invisible Man." Interview. By James Alan McPherson.

Internet source

> Author(s). "Title of Article." Title of web page. Date of Article. Web. Date of Access.
>> <electronic address>.

NOTE: It is necessary to list your date of access (the day you printed out the article) because web postings are often updated, and information available on one date may no longer be available later. Be sure to include the complete address from the site. Also, note the use of angled brackets around the electronic address; MLA requires them for clarity. Do not split the date or web address from one line in the entry to another on the Works Cited page.

Books

> Author(s). Title of Book. Place of Publication: Publisher, Year of Publication. Print.

Book with one author

> Maurer, Marci. Holiday Treats. Atlanta: Nunnery, 2010. Print.

Book with more than one author

> Daughtridge, Shawn, and Jamie Council. Surviving Adolescence. Charleston:
>> Doubleday, 2012. Print.

NOTE: If there are more than three authors, you may list only the first author followed by the phrase et. al. in the place of the other authors' names, or you may list all the authors in the order in which they appear on the title page.

Book with Editor only

> Gorgson, Albert, ed. I Love Graduation. Chicago: McGraw, 2011. Print.

Book or periodical with no author named

> "Finding a Prom Date." Wilmington Star News. 13 Apr. 2012: D3. Print.

A part of a book (such as an essay in a collection or a titled section of a book)

> Author(s). "Title of Article or Chapter." Title of Collection. Ed. editor's name(s).
>> Place of Publication: Publisher, Year. Page numbers of article. Print.

An article in a periodical (such as a newspaper or magazine)

> Author(s). "Title of Article." Title of Source. Day Month Year: pages. Print.

NOTE: When citing the date, list the day before the month; use a three-letter abbreviation of the month (e.g. Jan., Aug., Dec.)

Television or radio program

"Runaway." Law & Order. NBC. New York. 24 Dec. 2011. Television.

Sound recording

The Supremes. Ballads to Live By. Motown, 2010. Sound Recording.

Film

The Birds. Dir. Alfred Hitchcock. Parmount, 1963. Film.

Paraphrasing Examples

The following excerpt is taken from an essay by Joan Didion entitled "On the Mall." The essay is located in The American Experience on page 918. Read the excerpt and then examine the paraphrasing based on the excerpt.

"This is called 'anchoring the mall,' and represents seminal work in shopping-center theory. One thing you will note about shopping-center theory is that you could have thought of it yourself, and a course in it will go a long way toward dispelling the notion that business proceeds from mysteries too recondite for you and me."

Example of paraphrasing that is well done:

One of the most important ideas in developing a shopping mall is to have one major store at each end of the mall. This is a logical plan; mall development is not very complicated (Didion 918).

**This is well done because it summarizes the author's ideas but uses the student's own words and his or her own style. It also gives credit to the author of the ideas.

Example of paraphrasing that is poorly done:

This is when you anchor the mall, and it shows productive work in the theory about shopping centers. One thing you will note about the shopping-center theory is that you could have thought of it yourself, and a class in it will drive away the idea that business proceeds from enigmas too abstruse for us (Didion 918).

This is poorly done because it merely substitutes words from the thesaurus for some of the "big" words in the text. There are only minor changes in this example. **Remember, inadequately paraphrased material is considered plagiarism.

Example of paraphrasing that is WRONG:

One of the most important ideas in developing a shopping mall is to have one major store at each end of the mall. This is a logical plan; mall development is not very complicated.

**This is wrong. Although it is well paraphrased, it does not give the author of the ideas proper credit since there is no internal documentation. Therefore, this example is also plagiarized.

Research Paper

Writing the Rough Draft ☞ Using Internal Documentation ☞ Completing a Work Cited Page

Internal Documentation Procedures

By using documentation (also called parenthetical documentation, parenthetical citation, and internal documentation, in-text notes, etc.), you give credit to the author for his words or ideas, and you avoid plagiarism.

WHAT TO DOCUMENT:

➤➤➤ An author's exact words (direct quotation)

➤➤➤ An idea presented that is not your own (even if you paraphrase it)

➤➤➤ Ideas that come from just one source (ones that are not considered common knowledge)

HOW TO DOCUMENT:

➤➤➤ At the end of the sentence, include parentheses with only the author's last name and the page number from which the paraphrased or quoted information has come.

➤➤➤ There is no punctuation between the author's name and the page number, only a space.

➤➤➤ The word "page" or its abbreviation does not appear in the parenthetical documentation.

➤➤➤ Place end punctuation for the sentence after parentheses.

~ Exact words of the author are quoted.
Example:
"I decline to accept the end of man . . . I believe that man will not merely endure; he will prevail" is one Southern writer's view of humanity (Faulkner 116).

~ The writer paraphrases or puts the author's idea into his or her own words.
Example:
The author believes that man is a survivor and that not only will he survive, but he will also be victorious (Faulkner 116).

~ If several consecutive sentences come from the same author and page number, put the internal documentation at the end of the last sentence.
Example:
The author believes that man is a survivor. He also thinks that man will do more than just survive; he will be victorious (Faulkner 116).

~ Put new internal documentation when the author or page number changes.
Example:
Man must not allow frivolous ideas or events to interfere with his ambition or he will not succeed (Thoreau 234). It is necessary to simplify one's life in order to be connected to the soul (Thoreau 262).

Research Paper
Internal Documentation Special Situations

1. If a work in a bibliography has **no author,** use the title or a shortened form of it in the documentation. Do not place a comma between the title and the page number.

Example:
The government is now attempting to regulate the automobile industry and mandate that alcohol detection systems be installed in all cars by the year 2000 ("Drunkproofing" 37).

* Quotation marks were used in this example since this sources was an article title. Punctuation for titles will change according to the type of source used.

2. If the **author's name is used in the sentence**, there is no need to include it within the documentation.

Example:
Alfred Kazin believes that Edith Wharton's failed marriage was what inspired her to create characters whose dreams, like her own, remain unrealized (217).

3. If your Works Cited page lists **two or more works by the same author**, write the author's last name, use a shortened form of the title, and include the page number in the documentation.

Example from two works:
The plight of the Victorian woman is clearly shown in the character of Marianne, who "awoke the next morning to the same consciousness of misery in which she had closed her eyes" (Austen Sense 151). Moreover, the ideal of a "sweet, docile" female is portrayed with Harriet, who is seen as overly "grateful" for any kindnesses shown to her (Austen Emma 315).

4. If the Works Cited has **two or more authors with the same last names**, use the first initial and the last name.

Example:
(J. Smith 105)
(M. Smith 134)

5. If the work has **two or three authors**, give the last name of each author and the page number.

Example:
(Johnson and Lieberman 53)

6. If the work has **four or more authors**, give the first author's last name followed by et. al. without any punctuation between the name and the abbreviation.

Example:
(Edens et. al. 334).

Research Paper
Internal Documentation Special Situations

7. Place quotations longer than four lines in a freestanding block of typewritten lines and omit quotation marks. Start the quotation on a new line, indented 10 spaces from the left margin, and continue to double-space. In this case, the documentation comes AFTER the end punctuation.

Example:
One contemporary African American author pays tribute to her ancestor who was a slave by explaining:

My great-great-great-great-grandmother walked as a slave from Virginia to Eatonton, Georgia – which passes for the Walker ancestral home -- with two babies on her hips. She lived to be a hundred and twenty-five years old and my own father knew her as a boy. It is in her memory of this walk that I choose to keep and to embrace my "maiden" name, Walker. (Walker 367)

NOTE:

Approximately 70% of your paper will be documented even though most of the paper is written in your own words. If your paper is simply one quotation after another, you have not done this correctly.

Approximately 30% of the paper should be your analysis which evidences critical thinking.

Documentation at the end of the last sentence in a paragraph cannot be for the entire paragraph.

Remember analysis, your own explanation, should always follow documented information.

It is unusual but possible to combine material from two sources in one sentence (Smith 31) and thus have documentation twice in the same sentence (Brown 480).

Research Paper

Works Cited

1. The Works Cited page(s) follows the last page of the body of the research paper.

2. Word processor setup:
   ~ 12 point Times New Roman and double spacing
   ~ Hanging indentation and double spacing:
       a. On Word, go to Format—Paragraph.
       b. Under the Indents and Spacing tab, find the section on Indentation and click on Special. Then select Hanging.
       c. Find the section on Spacing. Click on Line Spacing and select Double. Do NOT double space manually; this causes problems when you make corrections and additions.

3. Center Works Cited and capitalize the W and the C.

4. Alphabetize your corrected bibliography cards. (Remember that you never alphabetize by "a," "an," and "the.")

5. Take out cards for sources that you do not use in your paper.

6. Be sure that the entries on the Works Cited correspond to the internal documentation in the paper.

7. Remember that the county requirements for this paper require a MINIMUM of SIX sources that are actually used in the paper: one interview, two Internet, three others.

8. Capitalize the first word, the last word, and any important words in a title.

9. Punctuation is very important in the Works Cited. Double check each period, comma, angle bracket, etc. Spacing is also very important, so refer to the sample.

10. Dates: Invert the month and day in dates. Example: 6 Sept. 2011.

11. Italicize titles of books, magazines, newspapers, etc. (long works)

12. Use quotation marks around the titles of article titles, chapter titles, poems, stories, etc. (short works)

13. Identify the type of source in each citation (i.e. print, web, etc.)

Resume

The purpose of the resume is to represent an overall view of your educational status, honors, extracurricular activities, talents, and experience from your high school years. It is easy to read, it follows a formal format, and it must be **one** page.

Form:

Fortunately, the basic form for resumes is just a click away in most word processing programs. It does not matter which program you choose to use. The directions that follow are for Word.

1. Open Microsoft Word.
2. Click on the logo in the upper right-had corner and click New.
3. Under Template click New Resume Sample.
4. Double click and open the High School Student Resume Sample, or another simple resume of your choice.
5. Follow the steps in the sample. It may seem a little awkward at first, but you will quickly figure it out!

Content:

Since each of you has individual accomplishments, each resume will include slightly different headings. However, the headings on the resume should follow the order below.

1. Begin with the heading Objective. (You may need to add this heading.) Select one of the following examples to type in as your objective or make up one of your own if your instructor gives you permission to do so.

To attend a four-year university

To attend a two-year college

To obtain permanent employment

To join the military (If you already know the branch of service, you may put that.)

2. Next, list **Education**. Under this category, type the following:

Name of your school, Wilmington, North Carolina

Will graduate June 20__

3. Examine the selection of headings on your resume sample. Select any headings that apply to you. You can also type in any categories that are not listed; this will allow you to design a resume that highlights your strengths. Sample headings include: Community Service, Extracurricular Activities, Honors, Employment, Athletics, Special Educational Program Certifications, etc.

4. Always list the most significant or impressive heading first after Education.

5. Use strong action verbs to explain duties and responsibilities.

6. List education, work, and volunteer experience in chronological order with the most recent accomplishments listed first.

7. Use a listing format rather than complete sentences. See samples.

Extracurricular Activities

Varsity Football (2 years): Lettered junior and senior years

Student Council (3 years): Elected Senior Representative

Sophomore Vice President

Employment

Harris Teeter, Wilmington, North Carolina (Summer 2011 – present)

Cashier

· Operate cash drawer

· Work directly with public

.

Resume

8. End with the heading References. A reference is someone who knows you well and can recommend you as hard working, of good character, etc. A good contact as a reference would be a teacher, boss, minister, club advisor, volunteer coordinator, principal, guidance counselor, or long time family friend or neighbor. You must include three references, with one being the person who wrote the character reference letter for you.

Requirements

- The reference must give his/her permission to you BEFORE you use his/her name on your resume.

- The reference may NOT be a relative.

- The reference may NOT be a person under the age of twenty-one.

- You MUST include three references; one reference must be from the person who wrote the character reference letter for you.

- List each person's first and last names, relationship to you or job title, full address (including zip code), and phone number with area code.

HINTS

1. You may use any of the resume templates as the basis for a resume.

2. Before you begin, brainstorm to list as many activities and honors as you can remember.

3. Show the list and/or the first rough draft to your parents. You will be surprised at how well they can list your accomplishments even if you have forgotten them. Do not list things before ninth grade.

4. Read the resumes of your friends. Chances are they have been involved in some of the same activities, clubs, teams, or experiences that you have. They may remember something you have forgotten.

5. Make yourself sound as impressive as possible; however, do not be dishonest. That often backfires.

6. Although the final resume must be ONE page, it is not unusual for the first draft to be too long or too short. Show the rough draft to someone who knows you well and discuss ways in which you can shorten or lengthen your resume.

7. Remember that there is no absolute list of headings to include. Tailor your resume to the unique individual you are.

BRAINSTORM:
Begin by listing as many activities and accomplishments as you can below.
Then decide what is most appropriate for your resume.

Reflections Format

1. Reflections will be typed in Times New Roman, 12 point font, and double-spaced. Include your name, reflection number, and date for each.

2. Make sure you fully answer each question, using complete sentences.

3. Each final entry should be one full page in paragraph form.

4. Use the reflective comments (sample reflection phrases listed below) throughout each entry.

Suggested reflection phrases to incorporate into your writing:

* After observation. . .

* This is significant because. . .

* This activity prompted me to. . .

* These events indicate. . .

* This could be more effective if. . .

* This helped me recognize that. . .

* I have greater awareness. . .

* The evidence of this was. . .

* The impact of this activity.

Reflections Content

Reflection #1

How was the information learned in the research used in completion of the product?

What was the most useful source in writing the research paper? Why?

What was the most difficult phase of the research process? Why?

What was the easiest phase of the research process? Why?

What would you do differently if you were just beginning to research this topic?

What advice would you give to a rising senior about the research phase of the Graduation Project?

Reflection #2

What were some specific successes?

Were any goals not met? Why did this occur?

How, specifically, could I have achieved a greater number of successes?

How would you evaluate your public speaking skills?

What public speaking skills do you need to improve prior to Oral Boards?

How do you feel as you enter the final weeks of your Graduation Project experience?

Portfolio Scoring Guide

Student _____

Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Not Present
Cover Page *(color picture or graphic relating to project)*				
Letter to Board Judges				
Resume				
Letter of Recommendation				
2 thank-you letters				
Reflection 1				
Reflection 2				
Letter of Intent				
Letter of Intent Approval Form				
Faculty Advisor Commitment Form				
Research Paper Outline				
Research Paper in Final Form				
Research Paper Work Cited				
Physical Documentation and Visuals *(pictures documenting all phases of physical product)*				
Subtotal				

Portfolio Grade _____

Midterm Exam Information

The midterm for the Graduation Project is an oral presentation.

These presentations will be given _____.

Content:

One Minute:
➡ Attention grabber

➡ Explanation of the research topic:
- ➤ Makes the topic clear by mentioning the topic for the research paper
- ➤ Tells why you chose this topic (Is it a passion? A hobby? Related to a career in which you are interested?)
- ➤ If applicable, the student may also include reference to his/her product and its link to the research topic during the midterm presentation

Two-Three Minutes:
➡ Insights learned from research 3 to 5 major points from the research paper

One Minute:
➡ Conclusion
- ➤ Summarize what you have told the audience

Requirements:

Time: No less than 3 minutes and no more than 5 minutes

Dress: Business attire is required. Refer to the "Presentation Attire: Dress for Success" page of the Graduation Project manual for specific guidelines.

Visual Aid: The visual aid can be a PowerPoint, poster, picture, book, pamphlet, etc. Anything that will enhance the oral presentation is acceptable.

Speech: A typed copy of the entire speech must be turned into the instructor at the time of the presentation.

Note Cards: Note cards must be used during the presentation. Do not write the entire speech word for word on the note cards. Since you have practiced your speech repeatedly at home, the cards should contain basic ideas to help you remember what comes next rather than the entire speech.

Mid-Term Exam Scoring Guide

Presenter: _____   Total Score: _____

Each speech will be based upon the research the student shaped into the research paper. Students should select key points from the paper, prepare notes, and rehearse their speech. Students should not read their presentation.

AREAS	Exemplar	Strong	Average	Standard	Developing
Content					
Effective attention grabber/introduction	6	5	4	3	2
Clearly stated purpose	6	5	4	3	2
Speech controlled by purpose	6	5	4	3	2
Main ideas supported by accurate/appropriate details	6	5	4	3	2
Logical organization	6	5	4	3	2
Clear summary of research	6	5	4	3	2
Effective conclusion; closes entire speech	6	5	4	3	2
Delivery					
Eye contact with audience members	6	5	4	3	2
Appropriate voice, volume, and rate	6	5	4	3	2
Evidence of speech practice; delivery beyond reading of note cards	6	5	4	3	2
Effective word choice	6	5	4	3	2
Effective gestures	6	5	4	3	2
Energy, enthusiasm, personality, composure, and sophistication	6	5	4	3	2
Appropriate language (avoids slang/cliché)	6	5	4	3	2
Visual					
Professional appearance (typed with graphics)	6	5	4	3	2
Highlights the main points of the presentation	5	4	3	2	1
Professional appearance of the speaker	5	4	3	2	1

Comments:

Instructions for Presentation Visual

Students must have either tri-fold display board or a PowerPoint presentation to use as a visual during their speeches before the boards. Students should have this visual complete for grading by the English teacher during the month before boards. Students should consider the following recommendation as they prepare the visual for the judges. Visuals should be professional and creative.

Required Information for Visual:

· Main points about research
· Details about the product
· Examples of reflection (for final speech only)

Tri-Fold Board

· Students should plan what information they want to place on the board and develop a design scheme.
· Students can purchase a tri-fold board in nearly any color or they can purchase a plain tri-fold board and cover it with fabric.
· Tri-fold must be traditional science board size. (The large ones!)
· Students should have clear lettering that is cut out, stick on, or printed from computer. Nothing should be handwritten.
· Student should have pictures or graphics. All pictures must have typed captions.
· Students should place colored paper behind pictures, graphs, etc.
· The layout should communicate clear, important information and be visually appealing.

PowerPoint Presentation

· Design and create appropriate number of slides (teacher determined); include a title slide and an ending slide
· Include main ideas without being distracting
· No more than 4 points per slide, no more than 4 lines per slide
· Use color or template as a background
· Import pictures or clip art from the Internet
· DO NOT use sound
· Have slide transitions
· SAVE YOUR PRESENTATION ON A FLASHDRIVE or/CD AND ON THE NETWORK

Video

· The use of a video during the presentation is completely optional
· Videos may not exceed two-three minutes in length. This will not be included when calculating time of presentation.
· Students are responsible for providing their own technology/video equipment for the Oral Boards.
· Students must not use a video as an isolated event. If a video is being shown, the student must dialogue throughout.

Oral Board Presentations

» The judges are here to evaluate a balanced presentation about your research, physical product, and reflection. They will briefly review your portfolio and read your research paper before you enter the room for the speech.

» Every speech should have an attention grabber, an introduction, a body, and a conclusion, all of which are explained below.

» **You must use your visual and may have your product for this presentation.**

Introduction (approximately one minute)
1. Attention grabber (approximately one minute): This may be a quotation, an anecdote (story illustrating the point), an imaginary setting, a rhetorical question, etc. Be sure you draw in your audience.

2. Credibility statement: Explain why the audience should listen to you.

3. ❯ You must mention the topic for the research paper and the topic for the physical product. Do not imply; state these in a straightforward manner.

   ❯ Tell why you chose this topic. (Is it a passion? A hobby? Something that you have always had an interest in? Something related to a career in which you have some interest?)

Body (approximately three-four minutes)
1. Three to five major points from your research paper (For most students this is no more than 3-4 minutes unless your speech is longer than the minimum eight minutes. Leave out the little details.)
2. Adhere to content criteria listed on presentation scoring guide.

Physical Product (at least three-four minutes)
1. Provide details to explain the product choice and the process of the product execution.
2. State the relationship between your research and the physical product (thirty seconds to one minute)

Reflection
1. Offer insight of self-evaluation/self-reflection on entire Graduation Project experience
2. Consider the following as points for your reflection:
   a. Obstacles that you overcame
   b. Specific successes gained
   c. Relationship to future goals

Conclusion (approximately one-three minutes)
1. Offers an effective conclusion to close the entire speech
2. Restate three main points of speech
3. End with a statement that does one of the following:
   a. Calls the audience to action
   b. Persuades the audience to believe or think differently

Instructions for Presentation Visual

Students must have either a PowerPoint/Prezi/Google Slides presentation to use as a visual during their speeches before the boards. Students should have this visual complete for grading by the English teacher during the month before boards. Students should consider the following recommendation as they prepare the visual for the judges. Visuals should be professional and creative.

Required information for visual:

➡ Main points about research

➡ Details about the product

➡ Examples of reflection (for final speech only)

PowerPoint/Prezi/Google Slides Presentation

➡ Design and create appropriate number of slides (teacher determined); include a title slide and an ending slide

➡ Include main ideas without being distracting

➡ No more than 4 points per slide, no more than 4 lines per slide

➡ Use color or template as a background

➡ Import pictures or clip art from the Internet

➡ DO NOT use sound

➡ Have slide transitions

➡ SAVE YOUR PRESENTATION

Video

➡ The use of a video during the presentation is completely optional

➡ Video length will not be included when calculating time of presentation.

➡ Students are responsible for checking if technology is equipped for their video format for the Oral Boards.

Oral Board Presentation Tips

1. Smile! It's almost over!

2. Know the date, time, and room number of your presentation.

3. Attend school the day of your presentation for last minute information/changes.

4. Dress for success – formal business attire only.

5. Practice, practice, practice! Give your speech at least once a day to an audience outside of school. More practice = less panic. Learn your speech without memorizing it. Deliver it without reciting it.

6. Include your visual aid/props in your practice sessions.

7. Relax! Take a deep breath before beginning; it will slow down your heart rate and lower your stress level.

8. Turn nervousness into positive energy. Harness your nervous energy and transform it into vitality and enthusiasm. Turn all that adrenaline from being nervous into a vibrant delivery.

9. Emphasize important points using appropriate gestures (as long as they are not distracting for the audience).

10. Be enthusiastic about your subject. If you're not, why should the judges be?

11. Make eye contact with all audience members.

12. Pause for approximately 30 seconds if your speech is disrupted by a loud noise or a mishap.

13. Begin again if you have a less than auspicious beginning.

14. Pause in the middle of your speech if you have gotten off topic. Regroup before continuing.

15. Stay positive throughout the entire presentation. No negative talk.

16. Do your best. Realize that people want you to succeed. The judges want you to be interesting, stimulating, informational, and entertaining. They don't want you to fail.

GOOD LUCK!

Presentation Attire: Dress For Success

Like it or not, how we look does affect how seriously people consider what we say. Therefore, for your oral presentation, the key term is DRESS PROFESSIONALLY.

Also, please remember to avoid excessive exposure of your body. In other words, no cropped or halter tops, low-slung or baggy pants, spaghetti straps, low-cut tops, or denim in any form. The focus of the audience should be on your expertise in your subject, not on your need to gain attention in other ways.

If you are unsure whether part of your attire is appropriate, ask your English teacher or the Graduation Project Coordinator. This is one reason that we practice our presentations at school in professional business attire.

If you have a problem securing appropriate attire for the oral presentation, please discuss this privately with your English teacher or your guidance counselor.

If it doesn't fit the school dress code, then it will not work for Graduation Project.

MALES

Dress slacks with an appropriate belt

Dress jacket/sports coat (optional)

Suits and jackets should be professional.

Button down shirt with collar and tie (or a dress shirt appropriate to your suit)

Shirts should be tucked in the slacks

A tasteful tie that coordinates with the dress shirt and pants

Dress shoes (in other words, something other than tennis shoes or flip flops)

Minimal and tasteful jewelry/accessories

FEMALES

Dress

Suit (slacks or skirt with coordinated top, vest, and/or jacket)

Dresses and skirts should be of tasteful, modest length and style and worn with appropriate undergarments

Do not wear tight clothing · Blouses should coordinate with the suit, be long enough to cover your midriff, and have a neckline that comes up to the base of your neck

Dress shoes (no sandals, flip flops, or extremely tall high heels)

Minimal and tasteful jewelry/accessories

Add a sweater or jacket to any dress or shirt that does not have appropriate sleeves

Oral Board Presentation Questions

The judges will ask you questions at the end of the presentation. Keep the following in mind :

• Look at the person who asks you a question.

• Don't answer with a short response. Instead put your answer into the context of the question.
For example:

Question: *"What did you gain from this experience, Dominique?"*

Answer: *"I gained so much from the Graduation Project experience, Mr. Brown. (It's impressive when you remember names.) One thing I learned was patience. I never knew it would take so long to rebuild the engine. Waiting for parts was one of my biggest frustrations."*

• Look around and smile occasionally.

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

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

Practice answering questions about your research and project by responding to the following questions.

1. Why did you choose this topic?
2. How do your paper and project connect?
3. What resources helped you the most?
4. If you could change one thing about your project, what would you change and why?
5. What was the picture of the project you had in mind before you started working on it? How did the project match that mental picture?
6. Describe, specifically, how you worked to make your project the very best quality you could.
7. What are some specific ways this project caused you to leave your comfort zone to go to your courage zone?
8. What are some problems that you encountered during this project and how did you handle these problems?
9. Which phase of Graduation Project stretched you the most? How did you react to this challenge?
10. How did Graduation Project stretch you most emotionally, intellectually, or physically?
11. What were the best and worst moments of the entire process?
12. Who has your work on this project impacted?
13. How has this experience changed your attitude about students and faculty members?
14. What advice do you have for next year's seniors?
15. What unexpected lesson did you learn along the way?
16. In what way has the Graduation Project changed your view of yourself? (Are you more confident of your abilities? Are you more focused and directed? Are you more willing to take a risk?)
17. Has this experience influenced your future planning in terms of work, education or the development of personal interests?

Graduation Project Presentation Scoring Guide

Presenter _____

Start Time _____   End Time _____

Criteria	Exemplary	Strong	Satisfactory	Below Standard	Not Evident
Content					
Effective attention grabber/introduction	5	4.5	4	3.5	3
Clearly defines the main idea	5	4.5	4	3.5	3
Employs a logical and engaging sequence which the judge can follow	5	4.5	4	3.5	3
Main ideas are supported by accurate and appropriate details	5	4.5	4	3.5	3
Explanation of research paper and product link	5	4.5	4	3.5	3
Employs creative use of visual aid that enriches presentation	5	4.5	4	3.5	3
Offers insight of self-evaluation / self-reflection	5	4.5	4	3.5	3
Balanced content between research / product / self-evaluation	5	4.5	4	3.5	3
Provides clear summary of research	5	4.5	4	3.5	3
Offers an effective conclusion; closes entire speech	5	4.5	4	3.5	3
Communication Skills					
Employs appropriate eye contact and posture	5	4.5	4	3.5	3
Speaks with appropriate volume, tone, and articulation.	5	4.5	4	3.5	3
Evidence of speech practice; delivery beyond reading of note cards	5	4.5	4	3.5	3
Employs effective word choice (including standard grammar and appropriate vocabulary)	5	4.5	4	3.5	3
Exhibits poise, enthusiasm, and confidence	5	4.5	4	3.5	3
Maintains composure and sophistication	5	4.5	4	3.5	3
Impromptu Skills					
Offers direct, clear, elaborated answers	5	4.5	4	3.5	3
Maintains confidence and accuracy	5	4.5			3
Uses appropriate language (avoids slang / clichés)	5	4.5	4	3.5	3
Appearance					
Wears appropriate professional or authentic attire	5	4.5	4	3.5	3
Totals	100	90	80	70	60

TIME BREAKDOWN

Research _____

Product _____

Reflection _____

TOTAL _____

COMMENTS

STRENGTHS

AREAS FOR IMPROVEMENT

_____
Evaluator Printed Name

_____
Evaluator Signature

PRACTICE SPEECH EVALUATION FORM

Student Name _____

Topic _____

Date of Presentation _____

English IV Teacher _____

	Exemplary	Strong	Satisfactory	Below Standard	Not Evident
CONTENT					
Effective attention grabber					
Clearly defines the main idea					
Employs a logical and engaging sequence which judge can follow					
Main ideas are supported by accurate and appropriate details					
Explanation of research paper and product link					
Employs creative use of visual aid that enriches presentation					
Offers insight of self-evaluation and self-reflection					
Balanced content between research, product, and self-evaluation					
Provides clear summary of research					
Offers an effective conclusion which closes entire speech					
COMMUNICATION SKILLS					
Employs appropriate eye contact and posture					
Speak with appropriate volume, tone, and articulation					
Evidence of speech practice and delivery beyond reading note cards					
Effective word choice, grammar, and appropriate vocabulary					
Exhibits poise, enthusiasm, and confidence					
Maintains composure and sophistication					
IMPROMPTU SKILLS					
Offers direct, clear, elaborate answers					
Maintains confidence and accuracy					
Uses appropriate language and avoids slang and cliches					
APPEARANCE					
Wears appropriate professional or authentic attire					

What grade would you give student?	

Graduation Project Resources

Virtual Graduation Project Website
This website shows students a step-by-step guide in completing the entire Graduation Project. It includes directions and supplemental materials for every aspect of the project. Students enrolled English IV/Honors English IV/AP Literature/NCVPS course will be required to access this website. https://sites.google.com/a/nhcs.net/virtual-graduation-project/

New Hanover County High School Websites
The following links will take students and parents to each specific high school. This allows you to stay up to date with teacher websites, important dates, and other contact information.
Ashley High School: http://www.nhcs.net/ashley/
Hoggard High School: http://www.nhcs.net/hoggard/
Laney High School: https://sites.google.com/a/nhcs.net/laney/
New Hanover High School: http://www.nhcs.net/nhhs/

Research/MLA Citation Help
Purdue Owl: https://owl.english.purdue.edu/owl/
This is the best resource to determine proper MLA formatting, citations, and specific writing techniques. Students should especially consult this in creation of internal documentation and Works Cited.

NC State Citation Builder: http://www.lib.ncsu.edu/citationbuilder/
EasyBib: http://www.easybib.com
These websites allows students to build citations needed for their Works Cited and source cards (if required).

New Hanover County Public Libraries: http://www.nhclibrary.org
Students may use this website to access online source materials and NCLive, library catalogs, and contact information for research assistance with librarians. See this website for library hours, locations and parking information as well.

Cape Fear Community College: http://cfcc.edu/lrc/
UNCW Randall Library: http://library.uncw.edu/
These resources aid in research for highly technical or specific topics. Each provides materials of a collegiate/university caliber, possibly not found at high school or county libraries. These websites will also give you direct contact information to librarians in the field of your topic. See these websites for library hours, campus locations and parking information as well.

NC WiseOwl: http://www.ncwiseowl.org/zones/professional/index.htm
The professional zone will allow access to EBSCOHost, an online research database that permits access and citations for full text articles.

Virtual Tools

Turnitin.com
Teachers may elect to utilize this resource for paper submission, grading, and checking for plagiarism. Students will be given directions to create specific usernames and passwords.

Google Resources
Google Books: books.google.com
Access to abstracts and some full text resources

Google Scholar: scholar.google.com
Access to full text resources with more refined search options

Google Alerts: www.google.com/alerts
Allows students to set alerts to receive via e-mail about topic search items

Google Drive: drive.google.com
Online storage space for any documents created by student

Google Slides: slides.google.com
Online presentation tool, similar to PowerPoint

Google Sites: sites.google.com
Used for website creation or possible online portfolio option

LiveBinders.com
Online tool to organize documents and resources. This can be used as an online portfolio when applicable.

Noodle Tools: www.noodletools.com
This can only be used for schools with subscription or if student pays for personal access. This website offers help with citations, research, note-taking, outlines, notecards, sharing or submitting papers, and other helpful resources.

Prezi: www.prezi.com
This is an online software for creating presentations. This can be used as a visual for the Oral Board presentation.

Letter Of Intent Content

Your Street Address
Wilmington, North Carolina Zip Code
Date (month, day, year)

Graduation Project Advisory Board
Complete Name of Your High School
Street Address of Your High School
Wilmington, North Carolina Zip Code

Dear Members of the Graduation Project Advisory Board:

Paragraph #1: Write 4-6 sentences (Introduction/Personal Information)

Do not state your name; it appears at the end of the letter. Do Not state your school's name or the grade you are in; the board already knows these things. You may wish to include your goals, plans, talents, hobbies, personal traits— whatever you can discuss to explain why the Graduation Project you are planning is a good "fit" for you.

Paragraph #2: Write 3-4 sentences (Focus of the Research Paper)

Clearly state your research topic:
The focus of my research paper is _____. My position is _____. My research topic matters to me because _____.

Paragraph #3: Write 4-6 sentences (Physical Product)

Clearly state what your physical product will be.
For my physical product, I will _____. My product will extend my research because _____. I will provide evidence of the completion of my product by _____. Describe, in detail, the who, when, where, what, why, and how of the physical product. Provide details to justify fifteen (15) hours or more of work. If applicable, give the approximate cost of the product and how you intend to pay for this. Do not make the reader guess.

Paragraph #4: Write 2-3 sentences (Potential Sources)

Clearly state what you think will be involved in completing your Graduation Project (phone calls, sources, materials, etc.) Acknowledge in a sentence that you must have a mentor who may not be a relative and who must be over twenty-one. State that you will also ask a member of the faculty to be your faculty advisor.

Paragraph #5: (Ethical Statement)

Explain your understanding of the ethical code related to Graduation Project.
As an honorable person of integrity, I agree to complete all work involved with the Graduation Project myself. I will not plagiarize, falsify documents, use another person's work, or cheat in any way. I understand that if I fail to adhere to these standards and submit work that is not my own creation, I will face the possibility of failing this course.

Sincerely,

Write your signature in black ink.

Your Name, Typed

Letter of Intent Sample

77 Sunset Strip
Wilmington, North Carolina 28403
September 12, 2012

Advisory Board
Complete Name of Your High School
Street Address
Wilmington, North Carolina 284##

Dear Members of the Graduation Project Advisory Board:

As the final days of my high school years come to an end, I reflected on my interests and experiences to determine an appropriate Graduation Project. Since I have always wanted to become a dental hygienist and plan to enroll in a hygienist program in the fall, I decided on a project that highlights the need for reasonable access to dental hygiene.

The focus of my research paper is how changing socioeconomics, diet, and contemporary lifestyle impact the rise in the incidence of tooth decay in children. My position is how access to dental hygiene can combat this growing epidemic, especially through various social and government programs. My research topic matters to me because it is one way to reach out and help those in poverty.

For my physical product I will teach second grade students for a total of one hour on the topic of dental hygiene. I will compile a teaching portfolio to provide evidence of the completion of my product. My product will extend my research because I will be able to apply what I learned in my lesson. This lesson will include a demonstration on proper brushing and flossing, a dentist dress-up time, a coloring activity, and a Fun with Fluoride game. I will be teaching at Pine Valley Elementary School under the guidance of Mrs. Sarah Smith. I do not expect the expenses of this project to exceed $50, which is within my personal resources.

I realize that it is my responsibility to find an adult proficient in this field, who is twenty-one or over and who is no related to me, to agree to be my mentor. I will also get a faculty advisor to assist me in this process.

As an honorable person of integrity, I agree to complete all work involved with the Graduation Project myself. I will not plagiarize, falsify documents, use another person's work, or cheat in any way. I understand that if I fail to adhere to these standards and submit work that is not my own creation, I will face the possibility of failing this course.

Sincerely,

(Sign your name here in BLACK ink)

Type your full name

Letter of Intent Cover Sheet

Student _____ English Teacher _____ Date Submitted _____
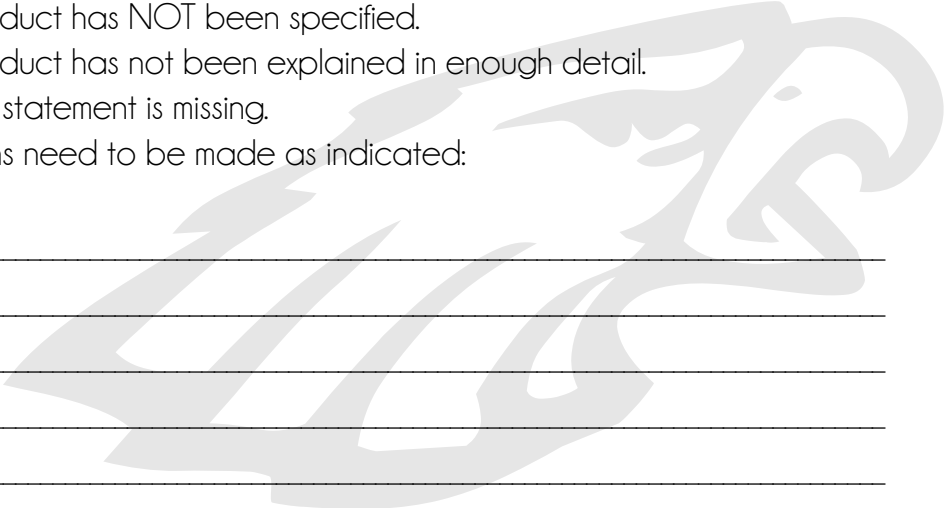
Your Graduation Project:

IS APPROVED

_____ As is

NEEDS MODIFICATIONS

_____ There is no apparent "learning stretch."
_____ The research topic has NOT been specified.
_____ The final product has NOT been specified.
_____ The final product has not been explained in enough detail.
_____ The integrity statement is missing.
_____ Modifications need to be made as indicated:

_____

_____

_____

_____

_____

GENERAL COMMENTS

_____

_____

_____

_____

_____

_____

_____

_____

All proposals have been reviewed by the Graduation Project Advisory Board.

Faculty Advisor Form

Each senior must have a Faculty Advisor to provide guidance throughout the Graduation Project process. Optional forms are available to use as the school chooses.

GRADUATION PROJECT
STUDENT INFORMATION SHEET

DIRECTIONS: Complete this form and give it to the faculty/staff member who has agreed to serve as your on-campus advisor. Be sure to PRINT all of the information.

After your faculty advisor has signed this form, make a copy and give it to your English teacher.

Give the original form to your faculty advisor.

STUDENT NAME _____

ADDRESS _____
             Street   City   Zip

HOME PHONE#:_____

PARENT/GUARDIAN _____

STUDENT EMAIL _____

ENGLISH TEACHER'S NAME _____ROOM#:_____

FACULTY ADVISOR'S MAIL _____

PROPOSED TOPIC OF RESEARCH _____

PROPOSED PRODUCT _____

BEST TIME TO MEET WITH ADVISOR _____

Student's signature   _____

Faculty Advisor's signature   _____

REMEMBER: IT IS THE RESPONSIBILITY OF THE STUDENT TO MEET WITH THE ADVISOR!

Source Card Sample

Call Number   Source #

```
321.2B                                           1




        Berger, Peter L. The Noise of Solemn Assemblies:
              Christian Commitment in America.              ☞ Source
              Garden City, NY: Doubleday, 1961.               Information




                              New Hanover County Library
```

Place of Origin

1. Upper left-hand corner: Is the library call number present?

2. Upper right-hand corner: Is a source number present?

3. Center: Is the source information complete?

4. Center: Is the source information in the correct form? (Check your notes.)

5. Center: Are all punctuation marks in their proper places?

6. Lower right-hand corner. Is the place of source origin present?

7. Are all source cards written in blue or black ink?

8. Are the source cards very clearly written for anyone to read easily?

9. Are all source cards written on 3x5lined, white index cards?

10. Are there at least SIX different source cards?

Thank You Letter Etiquette

The words "thank you" are powerful words that will take you far in life, especially in the workplace. A verbal thank-you is thoughtful and polite, but a written one is even more thoughtful.

1. Write a minimum of TWO thank you letters. Compose and type a thank-you letter to your mentor and to anyone else who provides assistance. See the sample letter.

2. Be sincere and prompt (preferably less than a week after the occasion.)

3. Avoid sending a form letter that could apply to anything; say exactly what this person did to merit your thanks.

4. The form of a thank-you letter is like that of a business letter, but it is shorter. It should also be typed and centered vertically on the page. Margins can be 1 to 1 ½ inches.

5. Proofread, run spell-check, and make corrections. Have a classmate proofread the letter.

6. ASK YOUR ENGLISH TEACHER TO PROOFREAD IT. Make corrections. Proofread the letter again.

7. When the letter is perfect, sign it in black ink.

8. Address the envelopes correctly and place a stamp on each.

9. Photocopy each signed letter. These photocopies will be included in your portfolio, which will be reviewed by the judges.

11. Follow your teacher's instructions on mailing the letters.

THANK-YOU LETTER SAMPLE

133 Hummingbird Lane
Wilmington, North Carolina 28401
October 7, 2012

Mr. Theodore Pookeepsie
25 Whatever Lane
Wilmington, North Carolina 28412

Dear Mr. Pookeepsie,

Your help as my mentor during Graduation Project has been invaluable. I have learned so much under your guidance throughout the process of refinishing my family's heirloom dining room furniture. Without your expertise outlining the steps I needed to go through, I could not have completed this project. As you know, the finished product is beautiful, and my entire family is pleased with the outcome.

Also, the information you provided during the interview for my research paper provided the details I needed for a thorough discussion of my topic, "Refinishing Antiques." I did well on my paper; and, knowing this background information, I feel confident I can answer judges' questions about it.

You have helped me in so many ways. I appreciate the time you gave me during this semester and the knowledge you shared with me. Thank-you for all of your assistance.

Sincerely,

(Signature in black ink.)

Elmer Buddusky

Note Card Sample

All notes MUST be taken on 4x6 white lined index cards. Write notes in dark blue or black ink on one side of the note card only.

Outline Indicator

Source #

2.C.

Literary Themes

#3

Pg. # →

p. 206

All works deal with :
role of women in 19th century society
female protagonists' struggles to survive

← Notes

Note Card Format

1. Put the SOURCE NUMBER in the top right-hand corner of each note card. This number identifies the source from which you got the information and should coincide with the number on that bibliography card.

2. Put each PAGE NUMBER that you use beside the notes you take; you must have this piece of information. Without it, you cannot properly write your internal documentation; you will, therefore, fail due to plagiarism. You must note every single page number change.

3. If no page number is listed, write N. pag. beside the notes. You cannot take notes until you have a rough or working outline

4. The OUTLINE INDICATORS on the note cards correspond to the Roman numerals in the working outline. The HEADINGS, also known as slugs, correspond to the topics on the outline. The headings and the outline indicators should be written in pencil until the final week because they may change if your outline changes.

5. Start a clean note card whenever you change topics or sources. You will then end up with a few note cards for each heading (each topic in your outline) from various sources.

6. Write only on one side of the card.

7. Do not write in complete sentences unless you are copying a direct quotation.

8. Read a page, cover it, and take notes in your own words.

9. Do not write your opinions. Your opinions are not appropriate in the body of the paper, which is based on the research. You express your opinion by what you choose to include and to omit and by the notes you take.

10. Do not waste time writing irrelevant material; write facts and figures only once.

11. Be accurate. Your notes must report facts, figures, opinions, and questions accurately. Include enough detail in your notes so that you can understand what you have written after your notes get "cold."

12. Do not use words with which you are unfamiliar; use a vocabulary that is as scholarly as you are comfortable with, but not pretentious or "phony" sounding. The overall tone of the paper should be yours.

13. Anything copied word for word must be placed in quotation marks. (You do not have to quote information such as birth dates or birth places.) If you use several words in a row that are from your source, then you need quotation marks. Put quotation marks around any distinct phrases or unique wording that you want to use from your source. If you don't, you will be guilty of plagiarism.

14. Only a small portion of your paper, less than 10%, may be direct quotation; everything else should be paraphrased (in your own words) and properly documented. Almost all of your paper will be documented since you must document all information found in source material. However, a minimum of 3 direct quotes is required.

15. The instructor must be able to look on your note cards and find information included in your paper with the exact page number for it (except transitional sentences or phrases). If he or she then goes to the source from which you say the material comes, IT MUST BE THERE! If not, you will be guilty of plagiarism.

16. You must turn in your "used" note cards in the order as they appear in the paper. The instructor should be able to read your paper and your cards at the same time and see your progress through the pages.

17. Be sure that you have read and understood the information on NOTE TAKING before you try to take any notes! Have a working outline before you take note one!

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    Victory from the Beginning. Chapel Hill, NC: University Press, 2003. Print.

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    The Television Detective. Web. 24 February 2010. www.lapd.org/teens.

Strongham, Howard. Personal interview. 7 October 2007

"Total Control for Each Child." Adolescent Behaviors. Web. 2 February 2010.

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NAME _____

BLOCK_____ DATE_____

Rough Draft Submission Requirements Check List

The final rough draft should be placed in a 9 X 12 envelope. Enclose all of the items in the envelope in the order listed below.

_____ Blank Evaluation Rubric

_____ Final Outline

_____ Final Text

_____ Final Works Cited

_____ Previously Evaluated Rough Drafts

_____ Note Cards, in order

_____ Bibliography Cards

_____ Internet Printouts

Please initial on the line beside the items if you have included them in the envelope. Then sign the form below and attach this sheet to the outside of your envelope.

I have adhered to the Graduation Project Ethical Commitment and have completed the research and writing of this paper on my own.

Student (print name): _____

Student Signature: _____ Date _____

Students Name _____

Rough Draft Grading Guide

Adviser _____

	Available Points	Points Given
Introductory Paragraph		
Attention Grabber	3	
3-4 Sentences/general-specific information	3	
Clearly stated thesis that proves specific point(s)	5	
Body Paragraph		
Clearly stated topic sentence which proves a point(s) and is related to thesis	4	
Concluding sentence which directly supports topic sentence and reflects insight gained.	5	
Effective transitions	5	
Correct parenthetical documentation	6	
Balanced use of quoted and paraphrased material	5	
Specific/detailed examples as support for argument	5	
Detailed, supporting visual(s) which are integrated into text	5	
Sentence variety	5	
Concluding Paragraph		
4-8 sentences:: · Comprised of 1-2 sentences for each main point of the thesis; · Provides support and closure; · Reflects insight gained.	5	
Effective transitions	2	
Outline		
Format: parallelism/Roman numerals/Arabic numbers/capitalization/punctuation	2	
Content: balanced, logical organization of information	2	

	Available Points	Points Given
Format		
Typed 12 pt. Font Double Spaced/1" margins	2	
Correct Heading	2	
6-8 pages	-10 points for each page short	
Correct Pagination/ Headers	2	
Submitted Research Materials	2	
Grammar and Mechanics		
Subject-verb agreement	3	
Pronoun antecedent agreement	2	
Consistent verb tense	3	
Spelling	3	
Correct Sentences: · No fragments · No run ons · No dangling modifiers	3	
3rd person point of view	2	
Capitalization	2	
Documentation		
Works cited correctly formatted	6	
Correlation: parenthetical documentation with works cited page	6	

Final Grade	

Final Draft Grading Guide

Students Name _____

Adviser _____

English Teacher _____

	Available Points	Points Given
Introductory Paragraph		
Attention Grabber	3	
3-4 Sentences/general-specific information	3	
Clearly stated thesis that proves specific point(s)	5	
Body Paragraph		
Clearly stated topic sentence which proves a point(s) and is related to thesis	4	
Concluding sentence which directly supports topic sentence and reflects insight gained.	5	
Effective transitions	5	
Correct parenthetical documentation	6	
Balanced use of quoted and paraphrased material	5	
Specific/detailed examples as support for argument	5	
Detailed, supporting visual(s) which are integrated into text	5	
Sentence variety	5	
Concluding Paragraph		
4-8 sentences:: · Comprised of 1-2 sentences for each main point of the thesis; · Provides support and closure; · Reflects insight gained.	5	
Effective transitions	2	
Outline		
Format: parallelism/Roman numerals/Arabic numbers/ capitalization/punctuation	2	
Content: balanced, logical organization of information	2	

	Available Points	Points Given
Format		
Typed 12 pt. Font Double Spaced/1" margins	2	
Correct Heading	2	
6-8 pages	-10 points for each page short	
Correct Pagination/ Headers	2	
Submitted Research Materials	2	
Grammar and Mechanics		
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Consistent verb tense	3	
Spelling	3	
Correct Sentences: · No fragments · No run ons · No dangling modifiers	3	
3rd person point of view	2	
Capitalization	2	
Documentation		
Works cited correctly formatted	6	
Correlation: parenthetical documentation with works cited page	6	

Final Grade	

PRODUCT LOG
GRADUATION PROJECT

MENTOR MUST SIGN HIS OR HER FULL NAME.
NO INITIALS

NAME: _____

BLOCK: _____

Date	Time Spent (in increments of half hours)	Description of tasks completed. Write legibly in mature sentences using ink.	Signature of adviser

Research Paper Recovery Program
(Only when necessary)

Criteria to Qualify for Participation

The student…

1. Must have scored a sixty-nine (69) or below on the final draft of his/her research paper.

2. Must submit (by the designated date) the permission form signed by the student, his/her parent/guardian, and his/her English teacher.

3. Must revise his/her paper and return this revision to the English teacher within ten (10) school days of having received the final graded paper.

4. Must submit the first draft, final graded research paper, and the revised draft.

5. Must write a reflective statement concerning the revisions.

6. May recover up to ten points or a maximum grade of seventy (70) towards her/his final Graduation Project research paper grade.

New Hanover County Schools
Graduation Project Research Paper
Recovery Program

Participation Permission Form

Student:

I have read the Recovery Program criteria and understand what I must do to participate in this program to recover a maximum of ten (10) points not to exceed a final grade of seventy (70) on my Graduation Project research paper. I agree to complete all criteria for the Recovery Program and understand that my failure to do so may affect my graduation status.

Student Signature_____

Date _____

Parent/Guardian:

I have read the Recovery Program criteria and understand what my student must do to participate in this program to recover a maximum of ten (10) points not to exceed a final grade of seventy (70) on his/her Graduation Project research paper. I agree to support and assist my student as s/he completes all criteria for the Recovery Program and understand that his/her failure to do so may affect his/her graduation status.

Parent/Guardian Signature _____

Date _____

English Teacher:

I have discussed the Recovery Program criteria with the student and parent/guardian and ensured that hey understand what the student must do to participate in the program to recover a maximum of ten (10) points not to exceed a final grade of seventy (70) on his/her Graduation Project research paper. I have informed the student and parent/guardian that the student's current grade during the second nine weeks in English IV is _____ and that the student's failure to complete all the criteria for the Recovery Program may negatively affect her/his graduation status.

Teacher Signature _____

1st nine weeks grade _____

Date _____

Judges Letter Format

First impressions are lasting impressions. This letter will be the first indicator to the judges of who you are, giving them the background and the understanding necessary to asses, more fully, your project and presentation. It is essential that the letter be written in a clear and organized manner. Your final revision should be in correct business format with no grammatical or mechanical errors.

Format:

1. Use the form for the business letter that is found in the sample letter to the judges in the handbook.

2. Be sure to use the toolbar to set the margins (top, bottom, left, and right) to one inch.

3. Be sure that your text is Times New Roman (may be 10 point).

4. The return address is your home address with the date under it. Do not use any abbreviations. DO NOT put your name here.

5. The inside address should be: Judges, Senior Boards
Complete Name of Your School
Street Address of Your School
Wilmington, North Carolina 284##

6. The salutation is: Dear Judges:

7. Limit to one page. (See business letter format for specific spacing within the letter.)

Content:

Remember, though certain content is required, the key to a good letter is personal voice, insight, and organization. Write your letter so it reflects you.

Paragraph #1 – Write 2 - 3 sentences
Introduce yourself.
Include your goals, future plans, family life, talents, hobbies, and personality traits. Indicate your understanding that this person will be serving as a judge for your Oral Boards.

Paragraph #2 – Write 3 - 6 sentences
Discuss the subject of the research and the focus of the product. Briefly explain how this topic and product relates to a personal interest you have.

Paragraph #3 – Write 3 - 4 sentences
Explain how the Graduation Project was a learning stretch for you. Also, you will need to explain what unexpected difficulties you faced and how you overcame them.

Paragraph #4 – Write 3 – 4 sentences
Discuss how the Graduation Project as a whole has impacted you this semester. What have you learned about yourself?

Paragraph #5 – Write 1 – 2 sentences
Thank the judges for taking their time to help you.

Judges Letter Sample

2525 Century Lane
Wilmington, North Carolina 28403
November 14, 2008

Judges, Senior Boards
Complete Name of Your High School
Street Address of Your High School
Wilmington, North Carolina 284##

Dear Judges:

All my life I have wanted to become a dental hygienist, so my Graduation Project centered on this career. In order to meet this goal, I originally planned to enroll in a hygienist program in the fall. I have always enjoyed school, but I am looking forward to entering a new phase of my education. I am eager to meet you and present my project to you at Oral Boards.

My research paper explored how changing socioeconomics, diet, and contemporary lifestyle impact the rise in the incidence of tooth decay in children. One idea which interested me was how access to dental hygiene can combat this growing epidemic, especially through various social and government programs. With this knowledge, I was able to complete my physical product. I taught a one-hour lesson on dental hygiene to a class of second graders.

My presentation included a demonstration on proper brushing and flossing, a dentist dress-up time, a coloring activity, and a Fun with Fluoride game. The class was awesome! Each child listened carefully and wanted to participate in every aspect of the lesson. They responded so well that I forgot to be nervous, and it seemed I was hugging them good-bye in no time.

As a soon-to-be graduate, I would like to share with you my learning stretch. I was amazed at the reality of how the inability to obtain dental health care makes a life long difference to an individual's health. During my classroom experience, I witnessed this first hand. On a personal level, I was not sure I would like the Graduation Project, and in the beginning, I did not want to do the work. However, I realize now that I have matured and become more responsible, since I have had to rely on myself to accomplish this project.

The Graduation Project has changed my life. I still admire the work a dental hygienist does, but I now realize becoming a health care professional is not in my future. Instead, I have discovered that I love teaching! I had never considered education as a possible career. However, after completing this project, I have decided to become an elementary school teacher. When I enter the University of North Carolina at Greensboro in the fall, I will begin working toward this new goal. Who would have thought the Graduation Project would have affected me so dramatically?

Thank you for giving me the opportunity to share such a personal experience with you. I appreciate your effort in participating on the judging panel.

Sincerely,

(Signature in black ink.)

Type your full name

Resume Format

The purpose of the resume is to represent an overall view of your education, honors, extracurricular activities, talents, and experience from your high school years. It is easy to read, it follows a formal format, and it must be one page. Students are encouraged to use templates provided through online resources or programs such as Microsoft Word.

Content:

Since each of you has individual accomplishments, each resume will include slightly different headings. However, the headings on the resume should follow the order below.

1. Begin with the heading **Objective**. (You may need to add this heading.) Select one of the following examples to type in as your objective or make up one of your own if your instructor gives you permission to do so.

> To attend a four-year university
> To attend a two-year college
> To obtain permanent employment
> To join the military (If you already know the branch of service, you may put that.)

2. Next, list **Education**. Under this category, type the following:

> Name of your school, Wilmington, North Carolina
> Will graduate June 20__

3. Examine the selection of headings on your resume sample. Select any headings that apply to you. You can also type in any categories that are not listed; this will allow you to design a resume that highlights your strengths. Sample headings include: Community Service, Extracurricular Activities, Honors, Employment, Athletics, Special Educational Program Certifications, etc.

4. Always list the most significant or impressive heading first after Education.

5. Use strong action verbs to explain duties and responsibilities.

6. List education, work, and volunteer experience in chronological order with the most recent accomplishments listed first.

7. Use a listing format rather than complete sentences. See samples.

Extracurricular Activities

> Varsity Football (2 years):   Lettered junior and senior years
> Student Council (3 years):   Elected Senior Representative
> Sophomore Vice President

Employment

> Harris Teeter, Wilmington, North Carolina (Summer 2011 – present)
> Cashier
> · Operate cash drawer
> · Work directly with public

8. End with the heading **References**. A reference is someone who knows you well and can recommend you as hard working, of good character, etc. A good contact as a reference would be a teacher, boss, minister, club advisor, volunteer coordinator, principal, guidance counselor, or long time family friend or neighbor. You must include three references, with one being the person who wrote the character reference letter for you.

Requirements

- The reference must give his/her permission to you BEFORE you use his/her name on your resume.
- The reference may NOT be a relative.
- The reference may NOT be a person under the age of twenty-one.
- You MUST include three references
- List each person's first and last names, relationship to you or job title, full address (including zip code), and phone number with area code

2424 Whiten Lane
Wilmington, North Carolina 28412

Phone (910) 555-5555
E-mail Megastudent@aol.com

Richard Ricardo Richardson

Objective

To attend a four-year college after high school graduation

Education

Spirit High School, Wilmington, North Carolina
Will graduate June 2013

Honors

A/B Honor Roll (2 years)

Spanish Honor Society (1 year)

Awards

Human Relations Week Exceptional Individual, November 2012

English Department Award, Spring 2012

Extracurricular Activities

Medicats (3 years): Vice President 20011

Track team (2 years): Lettered

Community Service

New Hanover Regional Hospital Volunteer (Summer 2012)
· Provided patient room number information to visitors
· Delivered flowers to patients

Employment

Krispy Kreme, Wilmington, North Carolina (May 2010 – present)
· Donut Finisher, responsible for adding filling to donuts

References

Rev. J. Geriz, 33 Cardinal Lane, Wilmington, NC 28412
(910) 444-4444

Suzie Smith, Teacher, 22 Owl Street, Wilmington, NC 28413
(910) 333-3333

Al Achoo, Principal, 13 Eagle Road, Wilmington, NC 28412
(910) 222-2222

Character Reference Letter

You must include a character reference letter in the Portfolio. This letter should be written by an adult who knows you well and who can attest to the personal qualities, attributes, and/or talents that make you unique. The letter writer should be able to vouch for your character and give the reader an idea of who you are as a person.

REQUIREMENTS:

¨ Letter must be written by an adult (21 years of age or older).

¨ Person writing the letter cannot be a relative.

¨ Letter should be approximately ¾ to a full page long. It should not exceed one page.

¨ Person giving recommendation must sign the letter.

¨ Letter should be typed in business letter format.

¨ You will also need to ask permission to use this person as a reference on your resume.

TIPS:

¨ Ask for a reference from someone who LIKES you and thinks you are wonderful.

¨ Give the letter writer a date when you would like to pick up the finished letter. You should give him/her at least two weeks' notice to write the letter. (While you may want to remind this person in between your request and this date, do not pester him/her every day.)

¨ Give the letter writer your resume or informal list of activities, clubs, hobbies, etc.

¨ It is your responsibility to go by and pick up the letter.

¨ Do not be offended if the person you ask does not have time to write the letter for you – just ask someone else.

WHO should you ask to write a character reference for you?

Here are a few suggestions:

¨ Employer

¨ Coach

¨ Religious teacher, minister, rabbi

¨ Neighbor

¨ Family friend

¨ Club advisor

¨ Volunteer coordinator

¨ Scout leader

¨ Teacher (do not ask a Senior English teacher)