

# **North Duplin Jr/Sr High School**



## **Graduation Project Handbook**

**2014-15**



### Table of Contents

Introduction ..... 3

Semester Timeline..... 4

Paper ..... 5

Product ..... 8

    Mentors ..... 9

    Mentor and Product Logs .....12

Presentation..... 14

    Presentation Rubric..... 15

Portfolio ..... 16

    Resume Writing ..... 17

    Letter to the Judges..... 19

    Reflection..... 21

    Portfolio Rubric..... 22

Revision Plan ..... 23



## Introduction to the Graduation Project

### Timeline

At North Duplin Jr./Sr. High School, the Graduation (or Senior) Project is submitted during the semester that the student is enrolled in English IV. The only exception is for AP English Literature students who must complete their projects in the fall semester of their senior year prior to their AP semester.

### Components

Paper  
Product  
Portfolio  
Presentation

### The Process

**Information Session** – Rising seniors meet with the Graduation Project Coordinator at the end of the junior year. The project is explained in detail and information packets with mentor agreement, product logs, and research requirements are distributed.

Students are encouraged to choose topics, seek proposal approval, and begin research over the summer between the junior and senior years.

### Graduation Project Committee

Dianne Canuette – Project Coordinator

Anthony Jones – Principal

Matt Lococo – Assistant Principal

Lynne Smith – Guidance Counselor

Laura Thornton – Media Coordinator

**English IV Semester**

- Week 1 At the end of the semester's first week, seniors conference individually with the graduation project coordinator regarding their proposals.
- Week 2 Mentor agreements are due.
- Weeks 2-3 Research unit in Media Center
- Week 3 Minimum of 5 hours on Product Log
- Week 6 Minimum of 10 hours on Product Log
- Week 9 Minimum of 15 hours on Product Log
- Weeks 10-12 Powerpoints/ Portfolios
- Weeks 13-15 Presentation practice sessions- each senior presents to peers at least twice.
- Week 17 Presentation to Judges  
Semester 1 – 1<sup>st</sup> Monday in January  
Semester 2 – Tuesday following Memorial Day



## The Paper

- I. The assignment: Your research topic for English IV must be related to the product of your Senior Project. All topics must be approved. No two people will have the same topic. There may be some overlap in information presented or sources used but the topics must be different.
- II. Length: Five to seven (5-7) typed pages **plus** the Works Cited page (therefore the minimum number of pages including the Works Cited page is six (6)).
- III. Sources: Five sources minimum. At least three (3) must be print sources (books, magazines, newspapers). Two can be from the internet. One can be an encyclopedia. **Absolutely NO Wikipedia** (not in this life or the next one)
- IV. Format/Style: MLA style (internal documentation with a Works Cited page)
  - A. 12 pt. font
  - B. Double spaced
  - C. Standard 1 inch margins
  - D. Internal documentation
    1. The author's name and the specific page number where the material is located are placed in parenthesis in the text.  
Example: A thematic style in the works of Dickens often contrasts the abject poverty of the lowest classes with the wasteful opulence of the wealthy (Smith 475).
    2. All ideas, whether paraphrased or quoted directly, are documented in this way.
  - E. Title page and other body pages
    1. The first page of the paper is also the title page. Your name, my name, the course and the date should be typed on the first four double spaced lines at the left hand margin.
    2. The title of the paper should be centered on the next double spaced line.
    3. Your first paragraph will begin on the next line.
    4. Page numbers for all pages should be in the top right margin (1/2 inch from the top of the page).  
Set your headers to place your last name and the page number in the upper right hand corner of the margin. When you check your page preview, make sure this number is located in the margin and not on the first line of the paper itself.

- F. Works Cited page
  - 1. This will include only the works cited directly in the document.
    - a. When I grade the final paper, I will check to be sure that every source on the Works Cited page is cited in the document.
    - b. Also, I will verify that every source that is identified in the document can be matched to a specific entry on the Works Cited page.
  - 2. All entries are alphabetized by the author's last name. When the entry has no author, use the first word (other than "A," "An" or "The") of the entry.
  - 3. This page is also double spaced with the same margins and font size as the rest of the paper.

Use this Purdue University site as your guide for internal documentation and the **Works Cited** page: <http://owl.english.purdue.edu/owl/resource/747/01/>

- V. Evaluation
  - A. Relevancy and accuracy of materials used
  - B. Efficient planning and use of resources available
  - C. Writing skills.
  - D. Analytical skills
  - E. Presentation (format followed correctly)

**Schedule**

Potential bibliography

10 possible sources \_\_\_\_\_

Note cards (4x6)

10 notecards (from at least 1 source) \_\_\_\_\_

20 notecards (from at least 2 sources) \_\_\_\_\_

30 notecards (from 3 sources) \_\_\_\_\_

40 notecards (from 4-5 sources) \_\_\_\_\_

Outline \_\_\_\_\_

TurnItIn.com draft \_\_\_\_\_

Final Draft \_\_\_\_\_

## Checklist for Evaluation

### Format

Length – 5 page body

1st page (name and course information)

layout – fonts (12pt)

margins (1")

double spacing

pagination upper right corner 1/2 inch from top of page

### Documentation

All facts documented correctly within the paper

All documented sources in paper found on Works Cited page

### Works Cited

Alphabetized by author

Correct information

Correct order

Correct punctuation

No indentation – 1st line each entry

Indentation of subsequent lines of each entry

Double spaced

All entries on Works Cited found in paper

Minimum of 5 sources

Encyclopedia articles did not exceed 1 of those 5

Internet articles did not exceed 2 of those 5

Each additional internet articles beyond those 5

### Writing

Topic – relevant to senior project

Organization – logical flow of ideas

Content – informative, detailed, accurate

Conventions -- (grammar/spelling/punctuation correct)

## **The Product**

**Minimum Hours - 15.** Many products have ranged from 25-35 hours. No student is allowed to present if he/she has less than 15 hours documented.

**Volunteering and Job Shadowing** are not Graduation Projects. These can be components of the product, but neither volunteer nor job shadowing hours alone are sufficient to be considered a true graduation project.



## Mentor Guidelines

The function of the mentor is to serve the student as a guide in the student's pursuit of his/her Graduation Project. Mentors are not expected, nor should students expect their mentors, to do the work. Mentors should, however, be committed to helping the student to overcome the difficulties that he/she may reasonably be expected to encounter in pursuing an area of investigation in which the mentor is experienced.

Mentors should be chosen for their level of expertise and may be found within the school and community. Students may NOT mentor other students. All mentors must be AT LEAST twenty-one years of age and must not be a relative of the student. While mentors may be chosen outside the immediate community, communication with such mentors may prove to be a serious problem. Students choosing such mentors should offer practical reasons for such choices and should be prepared to make the efforts needed to meet with the mentor.

### The Duties of a Mentor

- The mentor must be knowledgeable in the area of the student's research and have expertise for the product the student has chosen to complete.
- The mentor should be in contact with the student on an average of once each week for the duration of the Graduation Project and should be willing to be available to the student on a regular basis.
- The mentor should be willing and able to assist the student with the technical aspects of his/her product and advise the student when he/she runs into technical difficulties.
- The mentor must co-sign the Mentor Contract indicating his/her willingness to serve as a mentor.
- **It is NOT the mentor's job to do the research or the product for the student.**

## Selecting a Mentor for Your Graduation Project

### What is a Mentor?

The term mentor is an old one. It derives from ancient Greece. Mentor was the name of the trusted friend of Odysseus, the hero of Homer's ODYSSEY. When Odysseus left his homeland to fight in the Trojan War, he trusted his son Telemachus to Mentor. Mentor became Telemachus' loyal advisor.

Today, a mentor is any caring person who develops an on-going, one-on-one relationship with someone in need.

A mentor's role is to encourage, listen, give advice, advocate, act as a role model, and share information and experience.

Each student will need to have a mentor who is **experienced** in the student's research and product area and who will

- Be willing to help the student with his/her research and product.
- Give information to the student and/or assist the student in locating information and resources.
- Provide guidance to the student.
- Be a resource.
- Help the student identify the exact product – what the student will actually do.
- Help the student push his/her limits and go beyond previous experience or skill levels.
- Give support and encouragement to the student.
- Verify that the product has been completed by the student.
- Confirm/verify the number of hours spent in working on the product.

The mentor needs to have some expertise in the research and product area in order to provide information and guidance. The mentor should give the student advice when needed but should not complete the product for the student. The mentor should help the student go beyond his/her current skills and attempt something not attempted before.

The student should share this sheet with the person being asked to serve as the mentor. The student will need to contact the mentor on a weekly basis so that the mentor knows what the student is doing, what problems are being encountered, what progress is being made, etc. In some instances, the mentor will work directly with the student and provide direct instruction on how to do something in the student's project.

## Graduation Project Mentor Confirmation Form

**Student:** \_\_\_\_\_

**Mentor:** \_\_\_\_\_

**Mentor Job Title:** \_\_\_\_\_

**Mentor Contact Information:**

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

**I understand the responsibility entrusted to me as a NC Graduation Project mentor.  
I agree to oversee the above student's progress during this graduation project.**

**Comments:**

\_\_\_\_\_  
**Signature of Mentor**

\_\_\_\_\_  
**Date**

Directions: Over the course of the project, each senior is required to meet a minimum of four times with their mentor. He/She should document one-to-one meetings with the mentor on the form that looks like this:

<b>Mentor Log and Student Reflection</b>	
<b>Student Name:</b> _____	
<b>Date:</b> _____	<b>Time spent with mentor:</b> _____
<b>Mentor Signature:</b> _____	
<b>Student Reflection:</b>	
 <b>Student Name:</b> _____	
<b>Date:</b> _____	<b>Time spent with mentor:</b> _____
<b>Mentor Signature:</b> _____	
<b>Student Reflection:</b>	

Please get a full size copy of this form from Mrs. Canuette.

## Graduation Product Log

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Topic \_\_\_\_\_ Mentor \_\_\_\_\_

Date	Time Spent	Description of Work	Mentor's Initials

Total Product Hours for this sheet \_\_\_\_\_

## **The Presentation**

### **Directions for PowerPoint**

Presentation will last 8-10 minutes.

Create 10-12 slides. Half of the slides will be about your research and the other half will be about your product.

### **Slide One**

Cover slide with your topic and your name with the year.

### **Research Slides**

The major points of your research paper should be your headers.

Your bullet points should be your major topics.

You will talk about lots of things but the bullet points serve as “anchors” for your audience.

**Transition Slide** – Show the connection between your research and your product.

### **Product Slides**

These slides explain your product. Use pictures, if appropriate.

### **General Advice**

Design:

- Make sure all text is readable from a distance

- Do not use small print

- Any graphics used should apply to topic

- Any pictures and videos should help the audience understand your topic or product

- Do not use a timed PowerPoint

### **Final Slide**

Thank you slide

## Presentation Rubric

**Student Presenter** \_\_\_\_\_

**Explanation of Score:**

**10** - Outstanding **8** - Above Standard **6** - At Standard **4** - Below Standard **2** - Not Evident  
**5** - Outstanding **4** - Above Standard **3** - At Standard **2** - Below Standard **1** - Not Evident

**Content**

Effective introduction	10	8	6	4	2
Explained 2-3 main points of research	10	8	6	4	2
Explained how product related to research	10	8	6	4	2
Evidence of student knowledge	10	8	6	4	2
Effective conclusion	10	8	6	4	2

**Dress/Appearance**

Professional/Appropriate Appearance	5	4	3	2	1
-------------------------------------	---	---	---	---	---

**Delivery**

Eye contact with audience members	5	4	3	2	1
Appropriate voice, volume, and rate	5	4	3	2	1
Evidence of speech practice/ does not read	5	4	3	2	1
Effective use of standard English	5	4	3	2	1
Energy, enthusiasm, and personality	5	4	3	2	1
No distracting mannerisms/gestures	5	4	3	2	1

**Impromptu Skills**

Direct and clear answers to questions	5	4	3	2	1
Elaborated answers	5	4	3	2	1
Appropriate language (avoids slang)	5	4	3	2	1

**Comments:**

**Total Score** \_\_\_\_\_

## **Portfolio Instructions**

(Portfolios are in my room, you bring your material to them)

**Outside Cover Page** – Include your project name, your name, and year  
Should be in color – Use appropriate graphic or picture

**Inside Title Page** – May be the same as the outside cover page or may be an original design. Include project name, your name, and year.

### **4 Sections**

#### **Opening Section:**

- Resume
- Copy of Proposal
- Letter of Introduction

#### **Research Section:**

- Plagiarism Sheet
- Research Paper

#### **Product Section:**

- Mentor Sheet
- Mentor Logs
- Product log
- Pictures
- Journal – Create 5 journal entries from your product log. Write a paragraph in which you give details of what you did on those days. Spread them out over time (near beginning, middle, and end)

(This section is where you prove you have completed your product. Put any and all evidence you can to support the completion of your product.)

#### **Closing Section:**

- Copy of PowerPoint Presentation (Handout form/6 slides per page)
- Closing Reflection



## Writing the Resume

Write your resume. (a, b, & c – required, other sections recommended)

- a) Name, address and phone number
- b) Education
- c) Work Experience
- d) Awards/Recognition
- e) Volunteer Time
- f) Special Interests/Skills
- g) Extracurricular Activities

I have included one basic resume example. Feel free to look at other resume templates for more creative ideas. Just be sure the required (a, b, c) sections are there. If you do not have any work experience, use your volunteer time. Any of the other sections that you can include would be very beneficial to your document as well.

### What will you put on your resume?

#### Education

School Name  
 Expected graduation date  
 What vocational certifications do you have?

#### Work Experience

Start with your most recent job and work **backwards**.  
 Name of Employer (could be a person or a company)  
     What if you work for family? Don't list dad as dad. Give his name as your employer.  
 Dates of employment (month and year)  
     For a current job put the start date (month and year) to Present  
 What is your job title?  
 What do you do?  
     List all of your responsibilities or tasks. These do not need to be in complete sentences. Phrases that start with action verbs are best.

#### Volunteer Experience

Use this category especially if you do not have any work experience.  
 List each experience just like you would a job with dates, organization name and a description of what you did.

**All of this must fit on one page.**

## **Your Name**

Street Address  
City, ST Zip Code  
Phone Number  
Email Address

### **Education**

High School Name – School City, State  
Dates of attendance or expected graduation date

### **Work Experience**

Company Name  
Job title: description, responsibilities

Dates of employment

### **Achievements**

List academic and other achievements (give dates)

### **Activities**

List volunteer experience, sports, clubs etc., as well as dates of involvement

### **Skills**

List computer, language or other marketable skills here

### **References Available Upon Request**

## **Letter of Introduction Instructions**

Write a letter to the judges that introduces you to them. Use the suggestions listed below as you write your letter. Follow the block format. A sample format is on the back of these instructions.

Paragraph 1 - Give information about your background. Have you always gone to school here? Have you always lived here? Is there anything about your background that you would like the judges to know?

Paragraph 2 – Discuss your interests. What subjects do you like? What extracurricular activities – school, church, and community – are you involved in? What are your hobbies? Do you have a job?

Paragraph 3 – What are your future plans? Do you plan to go to school? Discuss this. What do you hope to be doing in your future?

Paragraph 4 – Why did you choose this project? What about this topic interested you?

Paragraph 5 – Thank the judges.

Follow the format on the next to complete your letter.

Date

Your street address or PO Box number  
City, State Zip Code

Dear Judges:

Paragraph 1 begins here. Do not indent. When you finish this paragraph, double-space and begin paragraph 2.

Paragraph 2 begins here. Do not indent. When you finish this paragraph, double-space and begin paragraph 3.

Paragraph 3 begins here. Do not indent. When you finish this paragraph, double-space and begin paragraph 4.

Paragraph 4 begins here. Do not indent. When you finish this paragraph, double-space and begin paragraph 5.

Paragraph 5 begins here. Do not indent. When you finish this paragraph, double-space and continue.

Sincerely,

Your Name Typed

## Reflection and Self Evaluation

Write a one-page typed, double spaced, reflection on your project. Talk about the following:

1. What did you learn?
2. What do you feel most proud of?
3. What do you feel were your weaknesses?
4. What you would change if you could?
5. What future skills did this project give you.

This is for your own personal reflection – Answer this honestly and return this checklist to me.

What score would you give yourself? (Check the one that applies.)

Exemplary (Level IV)—You managed your time well and did all assignments are required. You performed at a superior level beyond the level merely required.

Satisfactory (Level III)—You performed as expected and were consistent in your performance. You tried to do strong work on all components.

Developing/Emerging (Level II)—You did not do all components in a satisfactory way. Perhaps you should have worked harder and managed your time better.

Resubmission Necessary (Level I)—You did not complete all components as assigned and will need to redo some of it.

## Product Rubric

**Student Name** \_\_\_\_\_

**NOTE: A 0 on any part of Area 1 will result in a 0 for the product. The student will be required to resubmit the product and will receive a grade no higher than a 70.**

### AREA 1: Self-Directed Learner

The student has chosen a challenging and original product that represents a significant learning over time and has reached out beyond the normal school requirements in service and skill.	0	5	10	15	20
The student has spent a minimum of 15 hours on the product, and this has been documented by someone other than a relative.	0	3	7	10	15
The product shows effort and personal growth.	0	3	7	10	15
Although the student may have had guidance or assistance, credit for his/her actual product can be given to the student.	0	2	3	4	5

### AREA 2: Knowledge Application

The product demonstrates a knowledgeable and appropriate extension of the student’s research topic.	0	5	10	15	20
The product demonstrates a mastery/depth of knowledge of his/her topic application.	0	3	5	8	10

### AREA 3: Quality of Product

The product reflects completeness, care, and attention to detail.	0	3	5	8	10
Creativity is evident.	0	2	3	4	5

**Total Points** \_\_\_\_\_

### Senior Project Revision Plan

Option 1-- Retake the Class (Student has failed both the class and the senior project activities)

- New Product
- New Research

Option 2 – Incomplete (Student passed the coursework but has not passed the senior project activities.

- Finish or Revise Product
- Complete Paper (5 pages plus Works Cited)
  - 5 sources (3 print sources min w/ 2 internet)
  - MLA guidelines (Purdue OWL)
- Revise PowerPoint/Portfolio
- Repeat Presentation

If the senior project is not completed satisfactorily through one of these options,

\_\_\_\_\_ cannot graduate in June \_\_\_\_\_. This statement only pertains to the senior project requirement. The student and parent must confer with guidance regarding all other graduation requirements.

Signatures:

**Student signs beside option chosen.**

\_\_\_\_\_  
Senior Project Teacher

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Guidance Counselor

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Translator (if needed)