

Senior Project

2012-2013

DeWeese- CVCHS

Information and Forms



What is the Senior Project?

The main goal of this project is to help you experience a goal/dream/idea that you've had. My hope is that many of you will be able to accomplish something that you have either feared doing or haven't had a chance to get around to doing. You do not have to do something brand new to you, but choosing something brand new will yield the most learning and self discovery.

This project has two phases: the research paper and the practical application. We will talk about the research paper later, but the practical application bears mentioning now, before you choose a topic to explore for your senior project.

When you do your practical application of your topic, you will have to create/perform/experience something in the real world concerning that topic that can be measured. By making sure that your desired outcome is quantifiable, you will have an easier time defining and performing the tangible steps to achieving that goal. This is similar to our discussion about general vs specific details. You cannot reach a concept, but you can reach quantifiable event. Below are a few examples.

Topic: **Snowboarding.**

Bad Practical Application: Learn to snowboard

Good Practical Application: Learn to snowboard well enough to make it down an intermediate run at a ski resort.

Learning to snowboard (or anything else you learn) does not have a point in which it ends. In all topics, there is always more to learn and thus, you can never reach a point where you know that you have actually learned the thing unless you say, once my application of the topic looks like *this*, I can call myself learned.

Understandably, you may not know what that tangible step is if you have no knowledge of that topic at all. If this is the case, you can define the type of tangible step you would like to reach (snowboard tricks, difficulty of run, mechanical understanding of the materials of the sport, etc) and fill in the exact goal after you have researched the topic.

Topic: **Starting a band.**

Bad Practical Application: Get a band together and playing music

Good Practical Application: Create a band and play a show for x amount of people or Record x amount of songs in a self-created band.

This is because you want to make sure that your desired outcome is not too broad as well. Though making a band and performing music is tangible, it is something that is too easily done and does not require the kind of work towards a defined goal that makes this sort of project worthwhile

Topic: **Local Politics.**

Bad Practical Application: Learn to understand how to become a successful politician.

Good Practical Application: Assist and gain a position (to be determined) in a political campaign.

It is important to remember that you want to choose something that can be achieved in a few months. Large goals are made up of small steps. This project is about getting to the first step. You most likely cannot become a local politician (or police officer, or college professor, or astronaut, etc) and so you must decide upon the first rung of the ladder that someone of your age, experience, and academic background can reach in a few months.

Work Log

A Running Record of Your Work

Part of your Senior Project assignment is to keep a running record of your work. Whenever you spend any time on any part of the project, keep track of your thoughts and activities in a log. It may be helpful to think of this as a journal. Date your entries, since the log may also help in terms of documentation of your project. **Begin your log the day that you receive this assignment.** Here are some things to include:

1. Periodic reflections on what you are learning
2. Ideas and notes for your paper
3. Reactions to your reading
4. Reactions to your telephoning and organizing
5. Reactions to meetings with mentors and myself
6. Notes on your interviews, along with signatures and telephone numbers of your interviews (for confirmation purposes); you could also include the business cards of people you contact
7. Reactions to your interviews
8. Reactions on visits associated with your project
9. Questions for your mentor
10. Money spent
11. Time spent and due dates
12. Anything else that is relevant to your project that is not included in this list ☺

I will review the log as part of the Senior Project portfolio. The log should cover ALL the time spent working on your project and should show signs of prolonged activity (i.e. it should not look like you did it all the night before the portfolio is due).

Example

November X, 20XX

I received the project guidelines in class today. I went home and discussed with my parents the three topics I am interested in. They approved all three of my topics after making suggestions for how to be more specific. I need to find sources, interviews, mentors, and a visitation location before I write my letters of intent. I really like my first topic – I sure hope someone else doesn't get it and that it is approved.

Wavier Form

The following authorization and release to participate in the Senior Project is due by _____ This form is required by the Mount Diablo Unified School District. Should you have any questions about signing this form, please contact Mr. DeWeese at Kevin@KevinDeWeese.com.

AUTHORIZATION AND RELEASE TO PARTICIPATE IN SENIOR PROJECT

I am the parent/legal guardian of _____ (**Student's Name**) who has enrolled in the Senior Project at Clayton Valley High School. I understand that the Senior Project is an English Department requirement which requires _____ (**Student's Name**) to travel off the Clayton Valley High School campus to property and places not owned or operated by the Mount Diablo Unified School District. I also understand that the Senior Project requires _____ (**Student's Name**) to schedule and travel to appointments and to work with individuals and entities who are not employed by the Mount Diablo Unified School District. I further understand that when traveling to and/or attending appoints and/or touring property not owned and/or operated by the Mount Diablo Unified School District, _____ (**Student's Name**) will not be under the immediate and direct supervision of an employee or agent of the Mount Diablo Unified School District of Board.

I have read the material distributed by Clayton Valley High School about the Senior Project. In accordance with my understanding, which is outlined in the paragraph above, I authorize _____ (**Student's Name**) to participate in the Senior Project on _____ (**State Nature of Project**), and I release and hold harmless the Mount Diablo Unified School District, along with its employees and agents, from any and all liability for personal injury, including physical, emotional, and pain and suffering injuries, and/or property loss and damage which I and/or _____ (**Student's Name**) incurs while he/she participates in or travels to activities not held on property owned and/or operated by the Mount Diablo Unified School District and which are associated with the Senior Project.

Parent/Guardian Signature

Date

Student Signature

Date

The Pitch

2 pages double spaced, twelve-point Times New Roman font

The pitch is the first step in doing your Research Paper. Think carefully about what topic you might want to explore, and then share your idea with your classmates. As you hear others' search topics, you will get new ideas for your own. You will also begin to network resources within the class. Though the Research Paper is ultimately an individual project, keep in mind that the class can be a team, ready and prepared to help as research assistants, brainstorming partners, information contacts, and editors. Take the time to think carefully through your choice. Once your pitch is submitted, you may NOT change your topic. Include the following:

1. A bit about yourself that is relevant to understanding who you are at the beginning of this process.
2. Your topic focus for both your Research Paper and your Real World Application
 - a. This is two parts: explain your desired direction of research and your desired direction of action.
3. Your experience and interest in the area.
 - a. You should also consider and explore your family and culture's experience and interest in the topic. Relate this to your own interest by attempting to draw a line between the way you've been raised and the way this project will take you towards or away from that direction.
4. Explore how this project can potentially change you or other's opinions of you.
5. Sources you hope to use and potential costs (be as specific as possible)

Things to consider:

This should be written in your own personal voice, should show that you have considered more than one side to the topic and anticipate the various directions the project can take you. Every question you answer should do more than give simple answers but should answer the embedded "why" that exists within very detail-focused questions.

Suggestions to get you started about thinking about topics:

- Career (firefighting, health field, law enforcement, teaching)
- Hobbies (rock climbing, bungee jumping, cycling)
- Contemporary Issues (genetic engineering, eating disorders, homelessness)
- Search for values, beliefs, identity (What does it mean to be spiritual or a vegetarian?)

The Proposal

2 pages double spaced, twelve-point Times New Roman font

The proposal is the next written step for your Research Paper. You must argue persuasively that you have chosen a topic that is important to you and that you have carefully thought out the sources you are going to use in gathering information. Be thoughtful and analytical. The topic is the foundation of the paper. What you choose to investigate is not as important as your caring about the subject. Your job in the proposal is to convince the reader that you care about the subject you have chosen and that it will be possible for you to obtain the necessary information.

The proposal consists of three sections:

1. An explanation of your motivation for examining the topic
 - Consider the following before you write: *Why* have you chosen this topic. If it relates to a possible career choice, explain *why* this career interests you. If it relates to a hobby, explain *how* you became interested in it. If it focuses on an issue or a trend, explain *what* you want to know about this topic.
2. An inventory of everything you already know about your topic
 - Identify what you know to be true about this subject already. What have you learned from such sources as the media, friends, family, courses at school, personal experiences, etc.? Then, write what you believe to be true (preconceptions), all your opinions and feelings, even if you have no factual information to back them up. After exhausting your supply of information, respond to the following questions: What questions do I have about my topic? What do I hope to discover during my search?
3. A list of resources you plan to use in your search
 - Consider what resources you have available to you. Do you know anyone who would be a good source of information? Ask other people for ideas about whom might be good to interview or contact for information. Think big! Then, use the library and the Internet for secondary sources.

Take this proposal seriously; it will help you define your reasons for your choice and it will be essential as you begin reflecting upon the discoveries made during your search. Write as much as you can. Approach your topic as a work in progress. You are in the process of becoming an expert about the topic you have chosen, so your approaches, opinions, beliefs may change as you continue with your Senior Project.

Senior Project Visitation

The Visitation:

Another requirement of the Senior Project will be to visit a place related to your topic. This can be a visit to an artist's studio if you are doing a project on sculpting; to a city planning commission if your project is to investigate solutions for traffic problems; or to a hospital if you are interested in shadowing a doctor for a paper on health care. In other words, this visit should help in answering the question/ desired understanding of your paper.

The description and reflection on your visit should be woven into the body of your paper in a flowing style that also shows your skill in using descriptive writing. Where you include this information will vary from paper to paper depending on your topic and focus while writing it.

Write-Up for Visitation: 2 Pages minimum.

You will be required to complete a pre-visitation write up.

1. Explain the who, what, when, and where of your visitation. You should give as much information as you have access to.
2. Prepare a question to be answered by your experience. This question should be open-ended in order to reflect your project goals and understandings. Explain your reasoning for this question as well as the tangible part of your visitation that you expect will give you an understanding about the answer to that question.

You will be required to complete an account of what was tangibly done and seen during the experience.

1. This should be done in a listing format in the order that each event happens. You may place this into a timeline if you would like to in order to reinforce the linear aspect of this part of the paper.

You will be required to complete a post-visitation write up.

1. Give a reflection (and answer if possible) to the question that you created for your pre-visitation write-up.
2. Create AND ANSWER a question to yourself about your project that comes from your visitation experience. This question should be open-ended and your response should reflect that open-ended nature.

Interview Techniques

Your paper must include information from interviews of at least two people who are experts in your subject. These interviews must be conducted in person. Prepare yourself ahead of time by knowing what you want to find out from your interviewee. Phone or contact your interviewee ahead of time to set up a meeting and be sure to be on time. You will not be excused from school to make these appointments.

Preparing For your Interview:

Prepare questions you want answered or areas you want to investigate. Keep your paper's primary question(s) in mind, and use your reading to show you already know something about your topic.

Organize your questions into two categories:

1. Questions with short safe answers that will break the ice
 - a. "What is your background?"
 - b. "How did you first become involved in the subject?"
2. Anecdotal or evaluative questions that cover what you really want to find out
 - a. "What do you think of...?"
 - b. "What is hard about...?"
 - c. "Please explain the..."
 - d. "Tell me about a time when..."
3. Ask the big questions. Get your source to open up.

Stay alert! Be prepared to come up with additional questions based on the responses your interviewee makes. Avoid personal matters and questions that invite yes-or-no answers. Be willing to go with the flow of the conversation, but also be prepared to bring the subject back around to what you want to find out.

Facing your Interview:

- Arrive on time and be appropriately dressed.
- Note details about your interviewee and the surroundings for possible use in your paper: the room, dress, gestures, appearance, age, etc.
- Avoid notes, which can destroy the give-and-take of natural conversation. Instead - with permission, of course - use a tape recorder or video camera.
- Show interest in what is said. Keep your paper's primary question in mind and use follow-up questions based on responses to pursue your investigation.
- If you use a recorder, you could play back what has been said and ask the interviewee if there is anything more to add.
- Thank the interviewee at the end of the interview, and, if possible, ask for a business card to include in your portfolio.

After your interview:

Review your notes or tape and decide what you can or cannot use. Be sure to send your interviewee a thank-you note.

When writing up your interview for your paper, incorporate what was said in the body of your paper in a style that flows naturally. The interview should not appear in script format, nor should it be a series of questions and quotes, such as "I asked" and "He replied."

Write Up for Senior Project Interview.

1st Interview Write Up

1. List of all questions asked and a summary of the answer given. (be sure to record any especially interesting quotes verbatim)
2. MLA Citation of your interview.

*MLA format for citing
an INTERVIEW you use during research*

Person Interviewed (Last name, First name) _____

Type of interview (personal or telephone) _____

Date of interview _____ day _____ month _____ year

Sample Citations

Clapp, Jason. Personal interview. 20 April 2004.

Van Halen, Eddie. Telephone interview. 2 May 2004.

3. One Page that addresses the following questions (your choice of which ones to use and how much space to give to each chosen question)

- What did you learn about your topic (either technically or conceptually) that you did not know before hand
- What new avenues (new places to get information or new things to research about) of research will you consider based upon this interview?
- What changed about your understanding of your topic?
- What surprised you in the interview
- What about the interviewee's character fit or didn't fit with their position/knowledge in your (or the worlds) understandings?

2nd Interview Write Up

1. Half a page that addresses, how do you expect this second interview to yield different information from the first interview AND How do you plan to conduct this interview differently based upon the results of the first interview?

1. List of all questions asked and a word for word transcription of their responses
2. MLA Citation of your interview.

*MLA format for citing
an INTERVIEW you use during research*

Person Interviewed (Last name, First name) _____

Type of interview (personal or telephone) _____

Date of interview _____ day _____ month _____ year

Sample Citations

Clapp, Jason. Personal interview. 20 April 2004.

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- What new avenues (new places to get information or new things to research about) of research will you consider based upon this interview?
- What changed about your understanding of your topic?
- What surprised you in the interview
- What about the interviewee's character fit or didn't fit with their position/knowledge in your (or the worlds) understandings?

The Research Paper

8-10 pages double spaced, twelve-point Times New Roman font

Overview

The first component of the Senior Project is to plan and write a paper that records your attempts to answer your thesis question. You will be researching and writing an in-depth Research Paper. The focus of your Research Paper will be on a topic that you have yearned to know more about but perhaps lacked the time to investigate. This paper will give you an opportunity to become an expert on your topic and to challenge yourself as an individual. You will become knowledgeable about your topic through tradition library research (Secondary Sources) and interviews and observations (Primary Sources). This will require you to talk to people who are already experts on your topic. **Be sure to choose a topic that truly inspires you and intrigues you!** Throughout the process of writing the paper, use your teachers as guides and resources. Your investigation of the topic should include the following:

1. **ONE** clearly stated question you hope to answer
2. **MINIMUM of TWO** print sources – that is not to say that you are not allowed more than two. (Students are advised that over-reliance on undocumented or electronic sources may affect their grade.)
3. Interviews of **AT LEAST TWO** experts that are **FACE-TO-FACE** on your topic
4. **AT LEAST ONE** visit to a place related to your topic

The paper resulting from your serious investigation should include several qualities:

1. A style of writing that shows enthusiasm for the subject and that engages the reader by using writing techniques such as narration, description, incorporation of reading and research, conversations with experts, and Standard English Usage.
2. A personal essay which includes:
 - a. The question about the subject you hope to answer
 - b. How much you knew about the topic before you started
 - c. The steps you took and what you learned as you researched your subject through reading, contacting, interviewing, and visiting
 - d. Actual references to reading and interviews in the body of your paper using proper in-text citations
 - e. Reflection on what you learned from your research
3. Works Cited page
4. A completed and revised draft which must be word-processed; the final paper must be a minimum of eight pages and a maximum of ten pages, double spaced, in twelve-point Times New Roman font.

NOTE: Students should not use a cover sheets, folders, or bind their papers. This slows down the reading process.

Grading Procedures for the Paper:

Complete Draft: This is *not* a "rough" draft. Your classmates will evaluate this draft and provide ideas for improvement. The mentor will comment on the draft for accurate and sufficient research.

Final Revised Paper: Your final revised paper will be scored by me. Scores transfer to a letter grade for credit in English class. You must submit a copy of your final draft to your mentor.

The Paper Writing Process

Your paper should integrate all the skills learned in Clayton Valley's writing program:

1. Gather information from all your sources to address the questions you have formulated
2. Define a topic to write about
3. Find a focus that best addresses your topic
4. Choose appropriate details, description, information, and resources for your topic and paper
5. Revise and edit your paper to make sure it leads the reader through your personal journey of discovery
6. Evaluate and reflect upon your discovery
7. Edit and proofread again to create a paper of publishable quality

Overall Considerations:

In tackling a paper like this, you must be a prepared and open-minded observer. Have questions in mind when you begin your research, whether it be in the library or in the field. Keep your eyes open to new information, new questions, new facts, and new details. Be ready for surprises. Try to look behind facts and details for meaning and contradictions. In addition, gather more than you can possibly use so you can choose what is appropriate when you find your focus. Remember, you are trying to show your journey to answer questions and present what you learned about your topic to your audience. Perhaps your focus is the part of the research that proved most rewarding; perhaps it is the stumbling blocks you had to overcome; perhaps your pursuit of one discovery was the most enlightening; or perhaps your journey switched directions, and that change led you to your new focus.

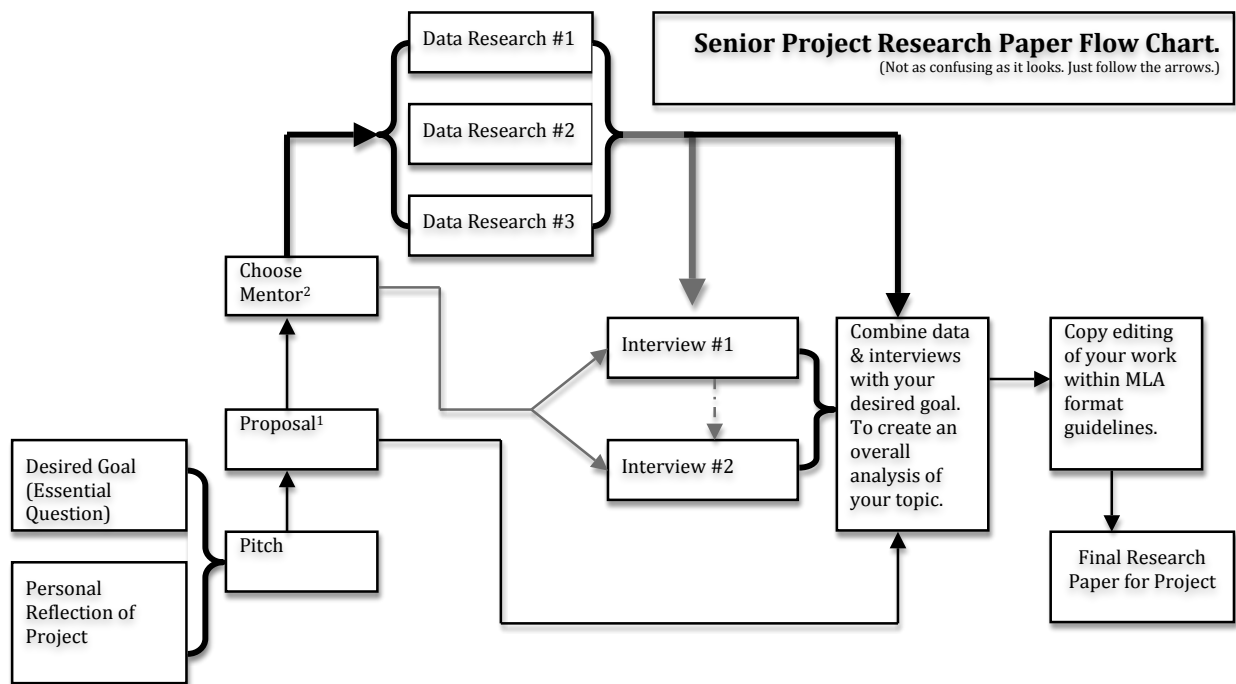
The choice of details, description, and facts are the most important decisions a writer makes. The materials you choose from your research must advance your journey appropriately. There is no room for fluff. A paper on photography, for example, should probably not include a details description of the drive to Santa Cruz, since it has nothing to do with what you learned about photography, whereas a description of the workshop of a master photojournalist might provide essential and serious details that reveal the essence of his art and your understanding.

Not every paper will have the same amount of each ingredient. As in good cooking, the chef

determines the seasoning for his dish and varies the spices accordingly. You may have to adjust your blend. You will find in rereading and editing that there will be things you must cut and others you must develop to make your concoction palatable to the reader.

Your reflection and evaluation are essential - how you handle them is determined by your paper. Perhaps you can reflect at certain places along the way, or you may choose to save your reflection until the end. You must choose based on your project and experience. The watchword, as with the entire Senior Project, is "You Decide!"

Most of all, keep in mind that your paper should make what you learned come alive and indicate your enthusiasm and growth. Present what is important to you and make it important to your readers. Thus, it should be a paper you will be proud to have anyone read. It will be your work at its best.



Footnotes.
 1. The most important aspect of your proposal is going to be your desired outcome/essential question about your topic. This essential question is what will make your project about more than just doing the thing you want to do. To make this something important to you, you need to examine whether this topic is what you think it is and/or achieves the change in you that you hope for/ expect.
 2. Choosing your mentor is the most important step towards making your project manageable. (By manageable, I mean, easier.) Your mentor will be (should be) able to point you in the best direction to find usable research sources and interview sources for your topic that will achieve your desired goal for this topic.

Other Materials

When appropriate, other materials can be included in your paper, such as photos, illustrations, tables, etc. These should also help answer your paper question and are included in an appendix. These are not counted as part of the eight-to-ten page required for the text of your paper.

In-Text Citations

Although formal citations are not required for your paper, you must credit others whose ideas you use. Informal references, or in-text citations, must be included so your reader will know where you found your facts and where to go for more information on the subject. Of course, anything cited in the body of your paper should have a full entry in your works cited list.

Informal references consist of the last name of the author you are citing, plus the page number(s) that apply to your quote or paraphrase. If you are using the author's name in the body of your text, then you merely need to include the page number(s) in parentheses at the end of the passage.

Below are passages from successful papers that make good use of informal references. Note the format for punctuation.

From a direct quote in a paper on "A Musician's Career" by Anna Fraser ('94):

"Whether moved by prudence or expertise, the courts of Europe present a panorama or enlightened patronage unrivaled by another institution of the past, and unmatched by any council, corporation, or committee of the present" (Hogwood 16).

From a paraphrased passage in a paper on "Silent Victims" by Rachel Ash ('94):

From [this article] I learned that if physical abuse occurs during the first years of life, the years when the deepest, most formative layers of the personality are formed, the result may be severe mental aggression (Kurz 157).

When the author's name is included in the body of the text, the in-text citation need only include the page number, as long as it is clear which book from which it is taken. The following is quoted from a paper on "Benefits of Meditation":

Shakti Gawain explained in his book *Creative Visualization* that the ultimate goal of imagery is to "be able to make every moment of our lives a wondrous creation" (39).

When referring to anyone in the text of your paper, use their full name plus an identification the first time (for example, Irwin Moore, a fulltime sculptor), and any time after that, refer to them by their last name only. In-text citations should not be necessary for your interviews. Follow the MLA Guidelines for your works cited list.

NAME: _____ TOTAL SCORE:

REVIEWERS NAME: _____ TOTAL SCORE:

Sources. Minimum is (10 web/print: 2 Interview: 1 Visitation) Understandable order is (Explanation of topic followed by social understandings and perceptions of topic followed by personal understandings of individual meaning of topic.)	25	23	20	15	12.5	0
	- Has <u>more</u> than the minimum required sources for this assignment. - Uses these sources in an understandable order to support topic question and desired outcome. - Weaves the use of this information into the paper in a way that does not make the material stand out as outside of the flow of the paper.	- Has at least the minimum required sources for this assignment. - Uses these sources in an understandable order to support topic question and desired outcome.	- Has at least the minimum required sources for this assignment. - Uses these sources to in the paper to give information and understandings of topic question and desired outcome.	- Has the minimum required sources for this assignment. - Does not use these sources in the paper in a way that applies to topic question and desired outcome.	- Shows only one or two sources for this concept, or at least an attempt to apply this concept in an apparent way.	- Does not show any signs of this concept
Introduction Topic/ Essential Question/ and Desired Tangible Outcome.	15	13	12	10	8	0
	- Clearly states in the introduction pages papers essential question and desired tangible outcome. -explains the social perception and meanings of this topic.	- Clearly states in the introduction pages only one of the papers essential question and desired tangible outcome. -explains the social perception and meanings of this topic.	Does not clearly state the paper's essential question and desired tangible outcome -explains the social perception and meanings of this topic.	Does not clearly state the paper's essential question and desired tangible outcome	Shows a minimum (1) of this concept, or at least an attempt to apply this concept	Does not show any signs of this concept

Style of writing.	20	17	15	12	10	0
	Paper flows well and uses descriptive language to show the topic in an exciting and socially important way	Paper flows well and uses descriptive language to show the topic in an exciting way	Shows a competent understanding and interest in this concept	Shows a minimum understanding and interest in this concept, or at least an attempt to understand and be interested this concept	Shows a minimum understanding OR interest in this concept, or at least an attempt to understand and be interested this concept	Does not show any signs of this concept
MLA	15	14	12	10	7.5	0
	Paper has both of the following ⁽¹⁾ and everything is applied correctly.	Paper has both of the following ⁽¹⁾ but there are inconsistencies in some places.	Paper only one of the following ⁽¹⁾ but is done in an understandable and required manner.	Paper has only one of the following ⁽¹⁾ but does shows signs of being partly correct.	Paper has only one of the following ⁽¹⁾ , but it is not done correctly or understandably.	Does not show any signs of this concept OR Is not typed.
Focus	25		15			0
	Paper stays on topic by returning and relating all writing to the stated desired outcome and essential question. No part of the paper goes off-topic.		Paper veers away from the stated topic a few times or does not relate all parts of the paper to stated desired outcome and essential question.			Does not show any signs of desired outcome or essential question

(1) Refer to MLA citation in text AND works cited page.

The Real World Mentored Project

An Activity that Interests You

The second part of your senior project is to engage in a challenging activity related to the topic of your paper. You will be assisted by a mentor from the staff or community who will provide you with expertise. In some cases, someone other than your mentor may assist you in critiquing your paper.

The following guidelines apply to the mentored project:

1. The mentored project must represent a genuine challenge.
2. A minimum of fifteen hours' effort is required to complete a passing mentored project.
3. With approval, two students may work together to complete a mentored project (proportionally increasing the hourly requirement). Students must, however, submit a compelling rationale in their Letters of Intent and complete separate papers and presentations. The letters of intent must be submitted together.
4. Students are encouraged to undertake mentored projects for which they may also receive credit in other classes or that pertain to future career plans.
5. Your mentor must be a high school graduate with expertise in the area of your project, who may not be a member of your immediate family. The mentor is responsible for passing or failing the project by determining that
 - a. You have undertaken a project which is a genuine challenge
 - b. Your project represents at least fifteen hours' effort
6. Mentors may pass incomplete projects that represent sufficient quality and effort. For example, if you attempted to get your pilot's license and found that it would take over a hundred hours of flight time to complete, you may still receive credit if you put in at least the minimum number of hours for the project.

ATTENDANCE: You are not permitted to legally miss school for any work on the project!

The Mentor Letter

The following letter should be used to contact and secure your mentor. Be sure that both you and your mentor understand the level of commitment needed for this project. Your mentor will be expected to guide you in your project, help read and critique your paper, and verify that you have completed at least fifteen hours toward the project. Two copies of the mentor letter follow. One should be given to your mentor and the other kept in your portfolio after I have checked it.

Clayton Valley High School
1101 Alberta Way
Concord, CA 94521
(925) 682-7474

Dear Mentor:

On behalf of Clayton Valley High School, I would like to thank you for volunteering to be a mentor for a Senior Project. Clayton Valley's Senior Project is an English requirement consisting of three parts: a research paper, a mentored project, and an oral presentation.

Mentors are most important in helping students produce a project that applies the knowledge gained during the paper-writing phase. The project challenges them to go beyond the experiences they have had in the past. Not all mentored projects are tangible. While one student might rebuild an engine, another might run in the Bay-To-Breakers or stage a dance routine.

As a mentor, we ask that you accomplish the following:

1. Review the Letter of Intent that your student will provide to describe his or her Senior Project.
2. Read, evaluate, and comment on a draft of your student's paper for accuracy and sufficient research.
3. Help your student define his or her mentored project clearly and determine at exactly what point it will be considered complete.
4. Be certain that the mentored project requires the student to do something that is a challenge.
5. Meet with your student several times while work on the mentored project progresses. Provide help and advice to make the project a success. The mentored project must be completed by Dec 12th, 2008.

Please keep a copy of this letter for yourself and return the other with the student. Your efforts are greatly appreciated by both your student and the Clayton Valley staff. Our Senior Project program would be impossible without the help of mentors like you. If you have any questions, feel free to email me at Kevin@KevinDeWeese.com

Sincerely,

Kevin DeWeese, CVHS Senior English Teacher

Student Name: _____

Print Name of Mentor: _____

Signature of Mentor _____ Contact Phone Number: _____

Qualifications of Mentor _____

Senior Project

Expert/Mentor Critique Form

The following form is to be presented to your mentor along with the first draft of your paper. This form should be filled out by your mentor and turned in to Mr. DeWeese by Dec 12th, 2008. Your Expert/Mentor Critique Form is considered a necessary part of successful completion of your Mentored Project. This could be filled out by someone other than your mentor who has expertise in your field.

Senior Project

Expert/Mentor Critique Form

Dear Mentor:

Thank you for agreeing to critique this paper for _____. With this form, the student should provide the most recent draft of his / her Senior Project paper. Please read the paper for content, keeping in mind it will be revised. The English class will serve as a critic for mechanics and form. You are to read to make sure that the facts and research are accurate and sufficient.

Please make comments on the margins of the draft, answer the questions on this sheet, and feel free to add any additional comments on the back. This paper is a requirement for the student's English grade, so your help is appreciated.

1. Has the writer any misinformation or has he/she made any factual errors?

___ YES ___ NO

Comments:

2. Can you suggest sources for additional research for this topic, suggesting material to research and persons to interview?

3. What information can you give to help the student improve the content of the paper (including your own knowledge of the topic)?

4. I have read this paper and discussed my comments with the student.

___ YES ___ NO

Mentor's Name: _____ Mentor's Signature: _____

Contact Phone Number: _____

Mentor Verification Form

This form is to verify the completion of your mentored project. Be sure to share this with your mentor long before your projects Friday, Dec 12th, 2009 due date.

Senior Project

Mentor Verification Form

Name of Student: _____ Period: 5

Mentored Project: _____

As a Senior Project mentor, your final responsibility is to verify completion of your student's work and to pass his/her project. This is due to Mr. DeWeese by Dec 12th, 2009.

1. Please check if you have seen the following documents:

____ Your student's Proposal, explaining plans for a Senior Project

____ A Mentor Information Letter, explaining mentor responsibilities

____ A copy of your student's Senior Project Paper

2. Please list approximate dates you met with your student:

Date: _____ Reason for meeting: _____

Date: _____ Reason for meeting: _____

Date: _____ Reason for meeting: _____

3. How did the project stretch or challenge the student's abilities?

4. Please verify that your student spent at least 15 hours on this project.

____ YES ____ NO

Comments:

5. Please assess the quality of the project (continue on back):

Student Name: _____ Print Name of Mentor: _____

Signature of Mentor _____ Contact Phone Number: _____

Qualifications of Mentor _____

Senior Project Mentor Biography

General Requirements:

(Papers that do not conform to the following three requirement sets will be thrown away on the spot.)

- 1) 1.5 pages, 12pt Times New Roman font, 1.5 space.
- 2) There must not be white space between paragraphs or answered questions.
- 3) Must have a typed title (centered) and typed student name. (right justified)

Choosing your mentor is the most important step towards making your project manageable. (By manageable, I mean, easier.) Your mentor will be (should be) able to point you in the best direction to find usable research sources and interview sources for your topic that will achieve your desired goal for this topic.

Your paper should answer the following questions. (You may answer all questions at once or each question individually. If you choose to answer each question individually, DO NOT WRITE THE QUESTIONS IN YOUR PAPER.)

1. Explain the real-world qualifications that your mentor has that allow him/her to assist you in finding information about your topic as well as succeed in accomplishing your tangible goal.

Example: Mr. Smith has experience in the DJ field playing at both underground and commercial raves. He has contacts with many DJs in the rave scene and knows information about the techniques involved in DJing. He has also....etc.

2. What was your mentor's response to your essential question/ tangible goal that you have for your topic. (ie: Do they think that this is something you can accomplish? Why or why not? Do they have anything to say about your concept of what accomplishing your goal means to you? Do they agree that your topic fulfills the expectations that you have for it.)

Example: Mr. Smith let me know that my desire to be a DJ in order to share my love for the music might be destroyed by the pettiness of the rave scene. He also let me know that sometimes my desire to be creative with the music will be hindered by many aspects such as:... etc.

3. What are some of the informational sources that your mentor has provided you that you would not have been able to find yourself? (If your mentor has not done this, go to your mentor and get some.)

Example: Mr. Smith was able to get me in contact with some of the well known DJs in the scene. They were more willing to talk to me because he put me in contact with them. It also made me more assured about talking to them because... etc.

4. What was some information and/or understandings that your mentor was able to give you about your topic that you did not expect or were surprised by? How has this new information made you adjust your goals/expectations about your project? (If your mentor did not give you any, go to your mentor and get some.)

Example: I did not expect Mr. Smith to tell me about the effect of the people in the rave scene on the music. I had expected my project to be about the music and the technical aspects of the art, but this makes me realize that there is more than just that. I will have to look at my expectations of this topic and factor in this information. I think that the effects of people on my experience of DJing will make me focus on... etc.

Real World Application Reflection/ Write-up

Minimum 3 pages typed

One of the most important elements of your paper will be the reflective quality. This is best done by first writing a reflection about your personal experiences that you had while attempting to engage with your senior project in the real world. Once you have this paper written, you can take the parts of it that relate to your personal experiences and weave them into your research paper. By doing this, you will have a finished paper that uses properly researched data that is used to give context to how your topic applies to your own understanding of yourself and the larger world.

Written Timeline

Your write-up/ reflection paper will be a reflective paper that begins by outlining each of the tangible steps that you went through in order to attempt to gain your goal involving your project topic. This will look like a written timeline. These steps should be laid out in chronological order for yourself in your Google Calendar Schedule that was completed earlier in the course of this project. If you do not have this, be sure that you take the following steps into account.

1. Actions done to prepare for attempting your senior project.
2. Setup and actual attempt of project
3. Anything that you were required to do once your goal was reached to the best of your abilities.

(Use an outline format first. Using a computer is best because this will allow you to move your writing around and fit your reflections into the body of the written steps.)

Reflection of Action

Once you have created this written timeline, you will now attempt to figure out how your understandings and feelings about attempt to reach your Senior Project goal developed and changed over the course of taking the academic research done at home/school and attempting to *do* these things in the real world.

To do this, you should take each step (or group of steps depending upon the context) found in your written timeline and answer one of the following questions about that specific action. The goal is to create and show how each tangible step created an intangible understanding as you got closer to completing your senior project goal.

1. What did I just learn about myself and why did that help me learn that?
2. What did I learn about the people in my field/ area of research and why?
3. How did this event make me feel differently about my topic and why?
4. What am I learning about my work habits as I attempt to complete my goal?
5. Is there a connection between my area of research and classes I have taken at school?
6. In what ways do my mentored project and my paper interrelate?
7. How have comments have I received from people in the real world influenced my understanding of myself or my topic?
8. Would I approach my paper differently knowing what I know now?

The Weaving of Reflection and Research For The Final Draft of your Senior Project Paper.

Dividing the parts of the research paper.

Relevant history (Pre essential question)

How to (pre essential question)

Why to (post essential question)

Dividing your real world reflection paper into those parts

Pre versus post essential question.

How to weave.

Once you have divided your personal reflection, consider your personal reflection to be a narrative that will give the facts in your research a human/personal/individual lens by which to see through.

For each instance of a fact/concept/explanation/understanding that is in your research paper, use transition phrases to place your own experience into that part of the paper. *Sometimes you will need to rephrase some of your writing, add to it, or take parts out in order to make that new section of your research paper flow.*

The end product will be a research paper that is based upon information found in outside sources being used to give depth, background, and academic validity to your personal experience.

OR another way to look at it that has the exact same meaning is:

The end product will be a research paper that is based upon information found in outside sources that used your own individual experience as a personal source to further validate the academic rigor of your research.

Example of this weaving process given on the following pages.

Final Draft of Woven SP Paper:

Research Draft will appear in **bold**.

Personal Reflection will appear in normal type.

Weaving/ transition phrases/changes will be underlined.

Climbing from the ground up (without a top rope) can be one of the most frightening parts of the sport of rock climbing. When climbing lead, one must keep a clear head and considering the distance of a fall as well as the way in which one must fall. (Long) The mechanics of keeping yourself safe involve placing new pieces of protection which are then used as intermediate and temporary top rope anchors for the leader until a suitable place is found to create a true anchor by which the leader can then bring the second to the top of that pitch. When climbing a route, I have to remember that a piece that has been placed well and will hold me in the case of a fall. My chances of getting hurt if everything goes well are slim but that doesn't keep me from questioning the crack that is supposed to hold me. A millennium of secure consistency is the way granite works.

The purpose of each temporary piece of protection/anchor is to arrest a fall should one occur before reaching the top of the pitch. This is accomplished by the belayer holding the rope taught via their belay device so that once the climber falls past the topmost piece of protection, the rope will stop the climber's fall by its being threaded and held by the point lipped to the piece of protection. "Once the climber has stopped falling, the rope will look like an inverted V as it stretches from the climber's harness up to the piece of protection and back down to the belayer's harness. Often this will make the leader look like a pendulum in a grandfather clock, swinging back and forth, suspended by a joint high up in the clock's casing." (Bachar)

A climber must consider that the distance between themselves and the last placed piece of protection will determine the distance of their fall. If a climber is five feet above their protection, they can expect to fall twice that distance (10') before the rope begins to become taut and slow their rate of descent. When at a crag, I have found that I will first scan the rock face for places to put gear into the crack. I measure the distance between where my placements will be and mutter to myself. 10 feet between good spots to place gear in the middle of the route means 20 feet of possible falling. **As the distance grows, the climber must remain focused on the climbing in front of them so that the fear of falling a long distance does not affect their ability to make the move immediately at hand.** The higher I climb above my protection, the more my hands begin to sweat. I do not consciously make this happen so the new slickness of the rock beneath my hands makes me realize that I'm scared, which makes me realize that there must be a reason to be scared, which makes me look down at the ground getting further away with every move, which makes my hands sweat even more, which makes the rock even more slippery.

Further increasing the level of fear that the lead climber must face is their own trust in the ability of the protection to hold their fall. [this is where in the research paper there would be detailed explanations of how pieces of protection work as tools in the rock to hold falls](citation) "It is not uncommon for a leader to begin to second guess a placement of protection based upon their inability to trust their competence in using the gear in the correct way"(Long) There's nothing to say that the outward force of my fall against the lobes of the cam won't break that record, after all, every winning streak has to come to an end. I fiddle with the device for too long when I place gear, making it pop out of the crack enough times to assure myself that I definitely don't know how to place gear well enough to keep myself safe, and then move on up the crack. When I am having trouble climbing, I remember looking at my bare feet as I changed into my climbing shoes and imagining my ankle bent sideways from a fall onto a ledge. As I tie my shoelaces, I take note of the sticks laying around that are thick enough to serve as splints so I can make the 2 mile hike back to the car without too much emasculating whimpering. My strength becomes sapped because of the amount of time spent second-guessing myself, an irony that is not lost on me even as it is happening.

More difficult than the climbing itself is dealing with your belayer. In the middle of worrying about yourself they can yell up at you. "You got this! Also, it's starting to get cold so hurry up!" My hand makes a fist when it expands against the sides of the crack so that I can make the next move. As I pull myself through the next move, I look at my fist and smile as I imagine it smashing against my belayer's face. My smile that accompanies this though coincides with my hands losing their frightening sweatiness. "One move at a time" I say to myself over and over and imagine each move as if it's the first move on the route. The image of the fall fades and is replaced by a coming attraction preview in my head of my foot twisting into the crack, holding myself in as I place a new piece of gear, pull the rope up and clip through the device.

Climbing from the ground up (without a top rope) can be one of the most frightening parts of the sport of rock climbing. When climbing lead, one must keep a clear head and considering the distance of a fall as well as the way in which one must fall. (Long) The mechanics of keeping yourself safe involve placing new pieces of protection which are then used as intermediate and temporary top rope anchors for the leader until a suitable place is found to create a true anchor by which the leader can then bring the second to the top of that pitch.

The purpose of each temporary piece of protection/anchor is to arrest a fall should one occur before reaching the top of the pitch. This is accomplished by the belayer holding the rope taught via their belay device so that once the climber falls past the topmost piece of protection, the rope will stop the climber's fall by its being threaded and held by the point lipped to the piece of protection. "Once the climber has stopped falling, the rope will look like an inverted V as it stretches from the climber's harness up to the piece of protection and back down to the belayer's harness. Often this will make the leader look like a pendulum in a grandfather clock, swinging back and forth, suspended by a joint high up in the clock's casing." (Bachar)

A climber must consider that the distance between themselves and the last placed piece of protection will determine the distance of their fall. If a climber is 5 feet above their protection, they can expect to fall 10 feet before the rope begins to become taut and slow their rate of descent. As the distance grows, the climber must remain focused on the climbing in front of them so that the fear of falling a long distance does not affect their ability to make the move immediately at hand.

Further increasing the level of fear that the lead climber must face is their own trust in the ability of the protection to hold their fall. . *[this is where in the research paper there would be detailed explanations of how pieces of protection work as tools in the rock to hold falls]*(citation) "It is not uncommon for a leader to begin to second guess a placement of protection based upon their inability to trust their competence in using the gear in the correct way"(Long)

Personal Real World Reflection

I scan the rock face for places to put gear into the crack. I measure the distance between where my placements will be and mutter to myself. 10 feet between good spots to place gear in the middle of the route means 20 feet of possible falling. My partner whistles as he flakes the rope. I look at my bare feet as I change into my climbing shoes and imagine my ankle bent sideways from a fall onto a ledge. As I tie my shoelaces, I take note of the sticks laying around that are thick enough to serve as splints so I can make the 2 mile hike back to the car without too much emasculating whimpering.

Halfway up the crack, I see the pages of How to Climb and overlay the diagrams to the crack in front of me. Mother nature does not follow the example. I remind myself that a piece that has been placed well will hold me in the case of a fall. My chances of getting hurt if everything goes well are slim but that doesn't keep me from questioning the crack that is supposed to hold me. A millennium of secure consistency is the way granite works. There's nothing to say that the outward force of my fall against the lobes of the cam won't break that record, after all, every winning streak has to come to an end. I fiddle with the device for too long when I place gear, making it pop out of the crack enough times to assure myself that I definitely don't know how to place gear well enough to keep myself safe, and then move on up the crack.

The higher I climb above my protection, the more my hands begin to sweat. I do not consciously make this happen so the new slickness of the rock beneath my hands makes me realize that I'm scared, which makes me realize that there must be a reason to be scared, which makes me look down at the ground getting further away with every move, which makes my hands sweat even more, which makes the rock even more slippery. I run my bottom lip over my teeth and reset my hand in the crack.

My belayer is no longer whistling. "You got this! Also, it's starting to get cold so hurry up!" My hand makes a fist when it expands against the sides of the crack so that I can make the next move. The image of the ankle-twisting fall fades and is replaced by a coming attraction preview in my head of that fist smashing against my belayer's face. My growing smile coincides with my hands losing their frightening sweatiness. "One move at a time" I say to myself over and over and imagine each move as if it's the first move on the route. My foot twists into the crack, holding myself in place as I set a new piece of gear, pull the rope up and clip through the device.

The Portfolio

A Folder that Contains Your Work

Before your presentation, you will prepare an attractive, culminating portfolio. This will be what you take with you after the project is over. In addition, you will present this to me, prior to your presentation, for review. Use whatever organizational means necessary to make a clean, attractive presentation.

The Portfolio should include the following, in this order:

1. A Title Page
2. Table of Contents
3. Work Log on the paper and mentored project, including time spent, tasks, dates, and accomplishments. Include photos, business cards, etc.
4. Pitch
5. Proposal
6. Senior Project Waiver Form
7. The Mentor Information Letter
8. The Mentor Critique Form
9. The Mentored Project Verification of Completion signed by mentor
10. Sample of Mentored Project

NOTE: If your project was not written, include pictures, documentation of any certificates of completion, letters from supervisors, etc.

11. Any additional material you think is important or interesting
12. A CLEAN Final Draft of your Research Paper

The Presentation

A Report of What You Learned

When your paper and project are complete, you will give a presentation to the class. Presentations should be carefully planned to be eight-to-ten minutes long, after which the class and I will conduct a two-minute question period before evaluation.

Creating A Power Point Visual for Your Senior Project Presentation

All of the following instructions can be found on Youtube or Khan.com, etc... just saying..



This will be shown before your presentation (during the time it takes to set up your presentation materials)

Power Point Requirements

- Must have your name and your topic.
- Must have your topic question and topic goal.
 - Question is what you researched about your topic
 - Goal is your self-defined real-world application of your topic
- Must have more than one image to represent your chosen understandings about your topic
- Must have more than five Power Point slides
- Must use text/image/slide movement at least once.

Reasons for Having a Presentation Visual

- Though your PowerPoint is not the only visual aspect that you will have for your presentation, it is the only visual aspect that is required.
- Visuals allow you to have images that you can refer to during your oral presentation in order to allow your audience to have a greater interaction with your topic.
- Visuals will also allow you to keep track of all of the points that you wish to make during your presentation. (Think of it as an extra set of visual notes in addition to your regular note cards.)

Additional Info to Consider Putting Into Your Presentation

1. General definitions/ explanations of esoteric phrases. (Please find out what "esoteric" means if you do not know.)
2. Picture/Video of your topic in action. Preferably, this image should be of yourself engaged in your topic in some way.
3. Timeline of achieving your topic.
4. Common misconceptions and corrections.
5. Textual/Visual representations of the personal/social meaning of your topic.

First Program Steps

- **Step 1:** Find and open Power Point application on computer screen (through start menu)
- **Step 2:** Create a new document.
- **Step 3:** Create additional pages by clicking the “New Slide” button or choosing the “Insert” → “New Slide” menu choice.
- Your computer screen should now look like this.

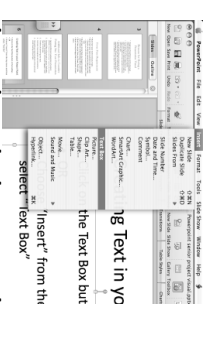


Image Size and Color

- Larger overarching concepts = bigger
- Supporting details of concept = smaller
 - Example
- Consider clutter
- Color should be Complimentary not Analogous
 - Color Wheel
 - Light on Dark or Dark on Light.

Creating Text in Your Power Point

- Click on the Text Box button in the toolbar, OR
- Choose “Insert” from the top menu and then select “Text Box”
- Adjust size of the text box by clicking and dragging the corners of the box until it is the size that fits your needs.



Finding Images and Video

- Google Images, Flickr Search, (retain source for crediting).
- Video can come from Youtube (via video capture programs) and other sites that have to do with your topic.
 - Often, Wikipedia will have links to videos concerning your topic at the bottom of the page.
- Download images and/or videos to your computer and use “Picture” button or
 - Insert->Picture.... from top menu.
 - This is exactly like putting a text box into your page.
- Picture Size (aka resolution)
 - Google Images “Search Tools ->Image Size
 - Minimum (aprox) 500x400

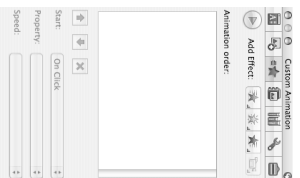
How to Put Images/Video Into Your Power Point

- Click on the Picture Box button in the toolbar,
- OR
- Choose “Insert” from the top menu and then select ~ “Picture...” OR Video...”
- Proper File Type: .avi or .wmv
 - Use file converter to change file type BEFORE inserting
- Adjust size of the picture box by clicking and dragging the corners of the box until it is the size that fits your needs.



Making Things Move!

- First select the object that you want to have move. (Text, Image, Video, etc)
- Choose “Custom Animation” in the formatting Palette:



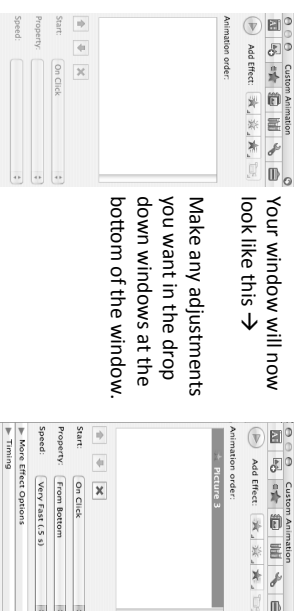
- With your object selected, choose one of the three star choices
- Add entrance, exit, or emphasis effect

Saving your Document with Video Embedded

- Best Way
 - “Save As” -> “PowerPoint Show” (you may need to scroll down to find this file type on the save box.
- Alternate Way
 - Put video file onto a USB drive.
 - AFTER you put the video file on the USB drive, use THAT video file when inserting the video into your slide.
 - Bring USB Drive to school for presentation.

Your window will now look like this →

Make any adjustments you want in the drop down windows at the bottom of the window.



- Start: This allows you to decide if it will happen automatically or when you click the mouse.
- Property: This will depend upon the effect and will allow you to control the actions of the effect.
- Speed: This affects speed. Yup.

Requirements and Expectations for Senior Project Presentation.

Materials to turn in

- Full portfolio
- (specific details of portfolio requirements found in Senior Project Packet)

Presentation Expectations

- 8 minutes minimum and 13 minutes maximum. (no more than 2 minutes setup time)
- Who, What, When, Why, & Where of topic.
- Explain both personal question and real-world application.
- Explain social understandings (both personal and community) of topic.
- 2 page minimum PowerPoint visual file. (on usb stick, cd-r, or emailed as attachment)
- No personal presentation notes written on larger than a 3x5 index card.
- If using a guest speaker, speaker may take up no more than 1/3 of presentation length.
- All aspects of presentation should have their importance and meaning explained.
- Demonstration of topic OR audio/visual records of real-world application.

- Demonstration Examples:*
- Cooking: Bring in samples of food.
 - K-9 officer: Video of canine training.
 - Plumbing: Examples of pipe systems.
 - Music: Play song or recording of song.
 - Dance instruction: Bring in dancing students or video.

Please explain your planned presentation demonstration or audio/visual record for your presentation:

My Presentation Date: _____

I understand that if my presentation is not ready on the assigned date, there is no guarantee that there will be time given at a later time to give my presentation. I also understand that if these signatures are not received by _____ my presentation will have 10% of its total grade. Presentations may not be made if this signature sheet has not yet been returned.

Student Signature: _____ Parent Signature: _____

(Signatures required by _____)

Gathering Presentation Ideas

The following questions can help you plan what you will say during your presentation. In addition, look over your paper and your work log. Carefully consider each question and take notes on a separate sheet of paper.

- How did you decide on the subjects of your paper and mentored projects?
- How are your paper and mentored project related?
- What question did you hope to answer in your paper?
- Who did you interview for your paper and what did you learn from them?
- What did you read and what did you learn from your reading?
- Where did you visit during research for your paper? What did you learn?
- What difficulties did you overcome in writing your paper?
- What were the three most important things – both personal and practical – you learned as a result of writing your paper?
- What exactly was your mentored project?
- How did you find your mentor?
- How was your mentor of help in completing your project?
- About how many hours did you spend working on your Senior Project?
- How is your Senior Project different from the way you envisioned it when you first started?
- What feelings did you have when you first started your Senior Project?
- What feelings do you have about your Senior Project now that you have finished it?
- Overall, what did you learn about yourself through the process of working on your Senior Project?
- If you could do your Senior Project over, what would you do differently?
- What comments did you receive from others about your Senior Project?

Presentation Preparation

Your Senior Project presentation should be one of the most memorable events of your senior year. Your audience will be small and supportive and you will be well prepared. This is your chance to show off! The entire presentation, including demonstration and visual aids, should run between ten and thirteen minutes, followed by two minutes of questions.

Organizing Your Presentation

Write the ideas you have gathered and culled from your paper, work log, and question sheet on separate 3x5 cards and arrange them in a logical order. Include blank cards for introduction, conclusion, and places where aids and demonstrations may be added later.

Plan an opening that will accomplish the following:

1. Introduce yourself and gain your audience's attention
2. Explain your motivation for choosing your topic
3. Take about two minutes

Plan the development of the presentation to:

1. Discuss what you learned from your interviews, research, and visits
2. Discuss what you learned from the mentored project
3. Connect your project with your academic work in high school
4. Show the role of the mentor and others who helped you
5. Include a demonstration or use of visual aids
6. Take about 8 minutes

Plan a conclusion that will accomplish the following:

1. Reflect on your personal growth
2. Leave your audience with something to think about
3. Take about two minutes

Student's Name _____

Period _____

<p>Introduction (5 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hook effectively gained audience attention [2 point] <input type="checkbox"/> Student named paper topic, real-world activity, and essential question in first slide. [3 point] 		<p>More Comments</p>
<p>Content (30 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentation was clearly organized [10 points] <input type="checkbox"/> Student discussed research paper findings in-depth [10 points] <input type="checkbox"/> Student discussed information learned from Real World Activity [10 points] <input type="checkbox"/> Student fully addressed Essential Question with both research and real world findings [10 points] <input type="checkbox"/> Student appropriately documented their real-world activity [5 points] <input type="checkbox"/> Student explained their visual/media [5 points] 	<p>Total Score: _____ / 5 points</p>	
<p>Conclusion (3 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student discussed Senior Project's contribution to personal growth [10 points] 	<p>Total Score: _____ / 10 points</p>	
<p>Delivery/PowerPoint (30 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student did not read directly from notes or PowerPoint / spoke freely from notes. [5 points] <input type="checkbox"/> Student directly addresses audience with eye contact and directed speech. [5 points] <input type="checkbox"/> PowerPoint is 10 slides [5 points] <input type="checkbox"/> PowerPoint uses required technical elements (transitions, animations, images/media) [10 points] <input type="checkbox"/> PowerPoint slides merge research and real-world findings into the same slide [5 points] 	<p>Total Score: _____ / 30 points</p>	<p>Deductions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Under 8 minutes <input type="checkbox"/> -10% <i>per minute</i> <input type="checkbox"/> Over 15 minutes <input type="checkbox"/> -10% <i>per minute</i> ____Minutes _____
<p>Question Period (5 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student showed mastery of topic through fluency, impromptu skills, and quality of answers to judge's questions <input type="checkbox"/> Student showed appropriate familiarity with topic 	<p>Total Score: _____ / 5 points</p>	
<p>Needs Improvement Comments:</p>	<p>Positive Comments</p>	
<p>TOTAL SCORE</p> <p>_____ / 100 points</p>		