August 10, 2018

Dear Students, Parents, and Guardians,

As you enter your senior year, I want to inform you about the Senior Project. This project is designed to be an exciting and rewarding experience that allows students to showcase the skills and expertise they have developed throughout their education. Whether a student chooses Science Research, AP Capstone, or Senior Leadership, the Senior Project should encourage students to explore, in depth, a topic of special personal interest which incorporates a definitive “learning stretch.” It is also highly recommended that the Senior Project include an aspect of community service, which can also be applied directly to required service learning hours for Bright Futures and graduation.

The Senior Project Handbook will help guide you through all phases of the project. After committing to a project that truly reflects your personal interests, you will need to carefully manage your time and follow the Senior Project timeline provided. Graduates from Edgewood, West Shore, and other schools who participate in the Senior Project report that their projects were a memorable accomplishment in their final year of high school, with a positive impact on their later success. The integrity of the entire Senior Project revolves around being organized, meeting timelines, and submitting quality work.

The Senior Project has four components: the Research Paper, the Product, the Presentation, and the Portfolio. Within Senior Leadership the research and writing phase of the project will occur during the first semester of your Senior Leadership class. For Science Research and AP Capstone, research and writing will occur over both semesters. Guidance in implementing the phases of the Senior Project will be provided in all Senior Project classes.

The Senior Project is part of Edgewood’s curriculum and all students committed to completing this curriculum when they accepted Edgewood as their School of Choice. Each Edgewood student embarks on a journey of learning and growth, and the Senior Project is the hard-earned culmination to that journey. The project components will stretch students beyond what they thought they could do, and prepare them for life beyond high school.

This will be an exciting year! Please take the time to read and discuss the information included in this handbook. If you have any questions, please contact Ms. Susan Rhoden, the Edgewood Senior Project Coordinator, at rhoden.susan@brevard schools.org.

Sincerely,

Jacqueline Ingratta,
Principal

Note: Updates/additions will be added as the year progresses
Senior Project Committee

Jackie Ingratta - Principal
Julia Diakakis – Assistant Principal
Susan Rhoden – Leadership and Sr. Project Coordinator
Ryan Cilsick – Science Research
Michael Brocchini – Capstone AP Seminar
Eryn Worcester – Early Admit Students, research & writing

Senior Project Advisory Board

Mike Brocchini
Ryan Cilsick
Kristi Cooper
Julia Diakakis
Marissa Flint
Julia Horton (NHS)
Susan Rhoden
Eryn Worcester
Jeff Worcester

Senior Project Affirmations -- Carlene Osher, Medford, OR

Self-esteem is not nourished by meaningless hollow praise, but rooted in the challenge of independent exploration into the excitement of learning, the satisfaction of problem solving, and pleasure and success found in the completion of the difficult.

The last vision one has of high school should be one of active, independent learning, success and academic accomplishment.

In order to practice decision making, students must have choices. Some of their decisions may be poor ones; let the learning begin.

Focusing expectations on all seniors academically sends a powerful message to the younger students.

Note: Updates/additions will be added as the year progresses

2019
# Senior Project Deadlines

**SEMESTER 1**

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Requirements</th>
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<tbody>
<tr>
<td><strong>August 23</strong></td>
<td>Senior Parent Meeting, 5-6 PM, Media Center</td>
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<tr>
<td><strong>Sept-Oct.</strong></td>
<td>Research, write, and revise senior research paper. During this time period you will also develop and finalize your project product and timeline.</td>
</tr>
<tr>
<td>Sept. 24</td>
<td>Thesis statements due.</td>
</tr>
<tr>
<td>Sept. 28</td>
<td>Research paper outlines due.</td>
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<tr>
<td><strong>October 1</strong></td>
<td>College applications should be finished and ready to submit.</td>
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<tr>
<td><strong>October 1</strong></td>
<td>Bright Futures registration in leadership class.</td>
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<tr>
<td><strong>October 2</strong></td>
<td><em>Parent/Guardian Informed Consent Form</em> due.</td>
</tr>
<tr>
<td><strong>October 5</strong></td>
<td>Bright Futures registration for early admit students and students absent Oct. 1st. Meet in the Media Center at 10:15AM.</td>
</tr>
<tr>
<td><strong>October 10</strong></td>
<td>Run research paper through Turnitin. Score must be 18% or less.</td>
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<tr>
<td><strong>October 12</strong></td>
<td>First draft of full paper (minimum 2200 words) with works cited and revised Turnitin report.</td>
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<tr>
<td><strong>November 5</strong></td>
<td><em>Final research paper</em> due with updated Turnitin report. Submit your paper electronically by 8AM. Run your updated Turnitin report BEFORE you submit. In class, print your final copy to be graded by the faculty board.</td>
</tr>
<tr>
<td><strong>November 9</strong></td>
<td>Product log check – every senior must have a correctly formatted log with at least three entries by this date.</td>
</tr>
<tr>
<td><strong>December 3</strong></td>
<td><em>Project Advisor Agreement Form</em> due.</td>
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<tr>
<td><strong>December 13</strong></td>
<td><em>Sign of Commitment</em> due – ALL SENIORS</td>
</tr>
<tr>
<td><strong>December 20</strong></td>
<td><em>Leadership Form</em> due.</td>
</tr>
<tr>
<td><strong>Exam Days</strong></td>
<td><em>Semester portfolio check</em>. If you will not be here for exams you must have your portfolio checked before leaving for the winter break.</td>
</tr>
</tbody>
</table>

If you work on your project over winter break, remember to log all entries.

*Note: Updates/additions will be added as the year progresses*
**SEMESTER 2**

Additional Deadlines will be added, including the Letter to the Judges, finalized PowerPoints, etc.

<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>March 4</td>
<td><strong>Project Advisor Evaluation</strong> should be in the mail to Mrs. Rhoden – your advisor must mail this directly. (SL/SR)</td>
</tr>
<tr>
<td>April 8</td>
<td><strong>Portfolios due</strong> – <strong>ALL SENIORS</strong>. All portfolio materials must be printed and organized today.</td>
</tr>
<tr>
<td>April 10</td>
<td><strong>Portfolios bound in Media Center</strong> – <strong>ALL SENIORS</strong></td>
</tr>
<tr>
<td>April 15</td>
<td><strong>Products due in the Media Center between 8AM and 10AM – ALL SENIORS</strong></td>
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<tr>
<td></td>
<td>- No project may be dropped off in my classroom – no exceptions. If you cannot make the above timeframe, talk to me ahead of time.</td>
</tr>
<tr>
<td></td>
<td>- Your product and any necessary technology must remain on display through Senior Boards, April 26th.</td>
</tr>
<tr>
<td>April 16</td>
<td>Senior Project Showcase for families and friends in Media Center, 5-7PM. If you will not be attending Senior Showcase, please make sure your product/technology is up and running before leaving school. Senior Showcase is for ALL SENIORS.</td>
</tr>
<tr>
<td>April 26</td>
<td><strong>Senior Boards Presentations.</strong></td>
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<tr>
<td></td>
<td>- As a sign of class unity and support for one another you are expected to stay until the end of all presentations; please do not make plans that require you to be elsewhere before 4:30 PM.</td>
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</tbody>
</table>

*Note: Updates/additions will be added as the year progresses*
INTRODUCTION
TO THE SENIOR
PROJECT
Introduction - The Senior Project

The Senior Project is part of the Edgewood Jr/Sr High School contract signed by each student and his or her parents for attendance at Edgewood Junior/Senior High School. It is the culminating project required to receive a Diploma of Distinction from Edgewood.

All seniors must choose one of the qualifying paths to completing an Edgewood Senior Project:
- Senior Leadership
- Science Research
- AP Capstone – Seminar

Each senior project path requires the following, with some variation:
- Secure a project advisor outside of Edgewood and your immediate family, and work with that advisor throughout the project.
- Research and write an academic paper.
- Create a product that represents the culmination of your senior project.
- Make a commitment to your community through some aspect of service related to your research or product.
- Maintain a portfolio of the entire senior project process, including photo and journaling documentation.
- Write a speech and create an accompanying PowerPoint documenting your project.
- Present the project, portfolio, and PowerPoint to a board of community judges at Senior Boards.

Why is the Senior Project required and how is it different from other classwork?
- The Senior Project is a partnership involving the school, the home, and the community all working together to support the student.
- The Senior Project involves all members of the school’s faculty, staff and administration, and fosters a positive campus atmosphere, especially providing role models for students in grades 7-11.
- The Senior Project requires research, oral communication skills, and a hands-on approach to learning.
- The Senior Project requires a learning stretch, responsibility in the area of time management, and diligence in following through on a long-term project.
- Creates a life-long learner who knows how to access information and use technology, along with reading, critical thinking, and writing skills.
Leadership Path

- Research and write a 2200 to 2500-word *argumentative* academic paper on a topic related to the project and/or product.
- Create a product, with the guidance of a project advisor that represents the culmination of the senior project. The project should include an aspect of community service.
  - Each project must be approved by the Senior Project Coordinator and the Project Approval Committee.
  - All project types have set requirements and ALL of those requirements must be met in order for that project to be considered complete.
- Maintain a portfolio of the process, including photo and journaling documentation. Video documentation may also be included in addition to the photo and journaling.
- Create a PowerPoint presentation to be delivered on Senior Boards Day.
- Present the project, portfolio, and PowerPoint presentation to a board of educational and community judges.

*Note: Updates/additions will be added as the year progresses*
Guidelines for Choosing Your Senior Project

The project is legal and does not put a student at risk of injury.

The project is not a duplicate of previous work – it must encompass a major learning stretch.

The project will require a minimum of 20 hours of documented work.

The project is challenging and complex.

The project is of value to you and your community.

An adult advisor/field expert can be found for the project.

All work and time can be documented.

The project will result in a tangible product and evidence of completion.

The project integrates one or more of the following proficiencies:

- Quantitative and scientific reasoning
- Democracy, diversity and community stewardship
- Career awareness and life skills
- The arts

Choose a Goal for Your Senior Project

Educate Others

Solve a Community Problem

Help an Existing Organization Or Project

Create a Useful Product Or Performance

Influence Public Policy

Note: Updates/additions will be added as the year progresses
SAFETY NETS

All senior students are required to complete the Senior Project. Students will receive guidance and support throughout the year, and there are safety measures in place to assist students who may be struggling. Please review the terms and conditions of the safety nets below.

**Research Paper**
Failing to turn in the final research paper means you fall into the first safety net and must submit a paper within five days of the missed due date. The highest grade that can be achieved once you fall into this first safety net is a 70%. Should your paper fail, you have the opportunity to resubmit one additional time, but again, the highest grade that can be achieved is a 70%. The second safety net is only for papers that failed the first safety net. A student CANNOT wait until the second safety net date to turn in their paper for the first time.

As one of the four components of the senior project the research paper must receive a passing grade of 70% or higher in order for the student to be eligible for a Diploma of Distinction. If a student does not turn in a paper by the first safety net, the paper is an automatic zero that will impact their leadership class grade and the student will not be eligible for the Diploma of Distinction. Failing to turn in their research paper will result in a parent meeting with administration to discuss the student’s status at Edgewood.

**Portfolio**
Students must submit a portfolio, by the stated deadline. Failing to turn in the portfolio means you fall into the safety net and must submit your portfolio within five days of the missed due date. The highest grade that can be achieved once you fall into this safety net is a 70%. There is no second safety net for the portfolio. If a student does not turn in a portfolio by the first safety net, the portfolio is an automatic zero that will impact their leadership class grade and the student will not be eligible for the Diploma of Distinction.

**Product**
Students must submit a final product by noon of the stated deadline. Failing to turn-in their product will result in a parent meeting with administration to discuss the student’s status at Edgewood.

Using the missed-product safety net will allow the student to submit their product within five days of the missed due date. The highest grade that can be achieved is a 70%. If a student does not turn in a product by the safety net date, the product is an automatic zero that will impact their leadership class grade, negate their eligibility for the Diploma of Distinction, and jeopardize their student status at Edgewood.

**Presentation**
If a student misses the oral boards without permission from Administration and the Senior Project Coordinator, they must attend a make-up day (to be determined by the Coordinator and Administration) and will receive a grade no higher than a 70%. If a student does not pass their boards on the safety net, the student will not be eligible for the Diploma of Distinction.
YOUR SENIOR PROJECT ADVISOR

Note: Updates/additions will be added as the year progresses
Selecting Your Senior Project Advisor

THE PROJECT ADVISOR is a person who has expertise in your chosen field of interest and has offered or is willing to help you with your project and paper. They will serve as a resource and guide. Use them. Much of the value of the Senior Project comes via contacts with these experts. Your mentor will also be verifying your completion of the required 20 hours. As part of the learning stretch, a student must use someone other than parents or siblings for this project. The advisor must be at least 21 years old and cannot work for Edgewood Jr/Sr High School in any capacity. On the advisor form you will include a description of your activity, a description of your advisor's qualifications, and a description of how he/she will be helping you. Advisors can only mentor one student per year. Any student or advisor found knowingly violating any of the above advisor requirements will cause the student to be ineligible for a Diploma of Distinction.

Please understand you and your advisor should work together on all aspects of your Senior Project: Paper, Project, and Presentation. The advisor is the person who should know exactly what you are doing. And remember, advisors take vacations and otherwise travel. Be sure your advisor knows when you need signatures, and be sure you know when your advisor will be away. As a rule of thumb, you will see your advisor for signatures two times; you should plan to meet an additional three times. Keep copies of all email correspondence with your advisor. Keep a log of all meetings, emails, phone calls and video chats. When you return in August you will receive the necessary forms for documenting all contacts with your advisor.

Finally, please realize that evaluations from your Project Advisor (required for your Portfolio) must be received through traditional mail. They cannot be hand-delivered by you or anyone else. It must be mailed to your Senior Project Coordinator, c/o Edgewood Jr/Sr High School. Please plan accordingly as there is a deadline and if your evaluation is not received by that deadline you will not be able to include it in your Portfolio. It will be considered missing and will cost you points.
Letter to Project Advisor

August 2018

Dear Senior Project Advisor:

Thank you for your time and energy as you monitor and assist an Edgewood student with his or her senior project research and product.

We are asking students to keep records of your guidance and support. The student must log the date, time, and purpose of your contacts and then ask for you to initial. Contact may include formal meetings, phone or email correspondence, and/or other advisement sessions. **A minimum of 3 contacts must be made during the Senior Project process.** It is best if at least one of these contacts is face-to-face, but sometimes distance is a problem. Contacts may also be made by phone, text and email.

The student you are advising should also supply you with an evaluation form and a stamped envelope addressed to the Senior Project Coordinator at Edgewood. We ask that you fill out the evaluation and return it to the school by March 5, 2019. The advisor agreement, log and your evaluation will be included in the student's portfolio for the judges of the Senior Boards to review. Evaluation forms must be received by mail. In case the student you are working with forgets to address the envelope, please mail the completed evaluation to following:

Mrs. Susan Rhoden  
Edgewood Jr/Sr High School  
180 E. Merritt Avenue  
Merritt Island, FL 32953

Again, thank you for your time, advice, guidance, and patience!

Sincerely,

Susan Rhoden  
Senior Project Coordinator  
Rhoden.susan@brevardschools.org  
321-454-4030

Note: Updates/additions will be added as the year progresses
Project Advisor Agreement Form

SENIOR: Please complete the following information about your Project Advisor before asking for a signature.

PLEASE PRINT CLEARLY AND COMPLETE ALL OF THE FOLLOWING INFORMATION:

Student Name: _____________________________________________________________

Proposed Project: __________________________________________________________

Proposed Final Product: ____________________________________________________

Advisor’s name: ____________________________________________________________

Occupation, Position, or Title: ______________________________________________

Name of Business: __________________________________________________________

Complete address: __________________________________________________________

Phone, including area code: ____________________________ Business or cell? ______

Advisor’s Email address (MANDATORY): Please make sure this is complete and legible.

___________________________________________________________________________

____________________________________________________________________________

(Your Advisor will be contacted to make sure you have made contact and your project is on schedule.)

ADVISOR SIGNATURE: I have discussed my role as a senior project advisor with the student named above. I understand that this commitment requires me to meet as needed with this student during his/her research and project.

_________________________________________ ______________________
Signature Date

If your advisor has a question they should contact the Senior Project Coordinator at Rhoden.susan@brevardschools.org.
**Project Advisor Contact Log**

SENIOR: Please complete (print) the following information and contact documentation. All contacts must be initialed by your advisor, and signed by both you and your advisor. **This form must be completed and submitted in your finished portfolio.** Please attach copies of email correspondence and/or typed summaries of phone conversations.

*Student Name:* _________________________________________

*Project:* ________________________________________________

*Advisor’s name:* __________________________________________

*Occupation, Position, or Title:* ________________________________

*Name of Business:* __________________________________________

*Phone, including area code:* _________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Amt. of time</th>
<th>Type of contact</th>
<th>Advisor’s initials</th>
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**ADVISOR SIGNATURE:** ____________________________

**STUDENT SIGNATURE:** ____________________________

*Note: Updates/additions will be added as the year progresses*
Project Advisor’s Evaluation of Student

Please mail this evaluation by March 5, 2019. In case the student failed to provide you with a stamped and addressed envelope, the address is as follows:

Mrs. Susan Rhoden
Edgewood Jr/Sr High School
180 E. Merritt Avenue
Merritt Island, FL 32953

Student Name: __________________________________________________________

On a scale of 1 to 5 with 5 being the highest rating, please evaluate the student named above by circling the appropriate score.

1. Displayed courteous behavior
   1  2  3  4  5
2. Responded well to instruction/suggestion
   1  2  3  4  5
3. Showed responsibility
   (Kept appointments, did not procrastinate etc.)
   1  2  3  4  5
4. Demonstrated commitment to project goals
   1  2  3  4  5
5. Established a time line and met it
   1  2  3  4  5
6. Worked independently
   1  2  3  4  5
7. Demonstrated effective communication skills
   1  2  3  4  5
8. Strove for quality and the best work possible
   1  2  3  4  5

Do you have any suggestions or advice for this student? __________________________________________________________

Additional comments or observations? __________________________________________________________

Would you be willing to serve as a Project Advisor in the future? Yes  No

__________________________________________  ______________
Signature  Date

Thank you. We appreciate your involvement with the Senior Project program.

Note: Updates/additions will be added as the year progresses
YOUR PROJECT PORTFOLIO
PORTFOLIOS

All portfolio materials are due in your folder (in room 4-204) by April 8th. Portfolios will be bound in the Media Center on April 10th. Late portfolios will fall into the safety net. Every item missing from your portfolio will also be a point deduction. The portfolio grade (100 points) is part of your project grade and you must receive a 70 or higher to be eligible for a DOD.

SENIOR PROJECT PORTFOLIO CHECKLIST

Sign of Commitment Front Cover
____ Title page
____ Letter to the Judges [10 pts.]

Introduction to Senior Projects Section
____ Divider sheet
____ Introduction to Senior Projects
____ Your product requirements

Project Advisor Documentation Section
____ Divider sheet
____ Project Advisor Agreement Form
____ Project Advisor Log Sheet (plus email print-outs). You must have a minimum of three (3) contacts and all must be dated and SIGNED by your advisor. This means that if your advisor is not local, you must plan for mailing things back and forth.
____ Project Advisor Evaluation. These must come DIRECTLY to me from your advisor, by way of traditional mail. I cannot accept it from you. Provide your advisor with the form and a stamped envelope addressed as follows:

Ms. Susan Rhoden
Edgewood Jr/Sr. High School
180 E. Merritt Ave.
Merritt Island, FL 32955

____ Copy of the thank you note you wrote and sent to your advisor. (Note can be hand-written or typed; it MAY NOT be an email.)

Note: Updates/additions will be added as the year progresses
Research Paper Section

_____ Divider sheet

_____ Research paper – Use your final graded paper (no rubric). If your final paper is excessively marked, print a clean copy. Make sure all staples are removed.

Senior Project Documentation Section  This section is the major grading area for your portfolio.

_____ Divider sheet

_____ Parent/Guardian Informed Consent (with all signatures)

_____ Product Log [15 pts.] (at least three complete pages, typed exactly as shown in your binder)

_____ Project Self-Evaluation [20 pts.] (follow all instructions carefully)

_____ Project Documentation and Evidence [25 pts.] It should include:

- Visual verification of your project – pictures (scanned and printed) of you actually doing your project, accompanied by journaling (typed.) Your photo and journaling documentation should be a minimum of four (4) pages. The font you choose is up to you but it should not be larger than 14 point. It is also recommended that you not have more than three (3) photos or four (graphics) on a page.

- Documentation of the community service aspect of your project; what you donated (volunteer time, funds, object, etc.) and to who. You must also document proof of the donation. Evidence may include letters written on business letterhead and/or other forms, certificates, etc. that you collected throughout the project. Check with Mrs. Rhoden if you are not sure if it should be included.

- All expenses incurred during your project, in a typed list, as well as any funds received. If you have an expenses list it DOES NOT count as one of your four pages of documentation.

College and Career Section

_____ Divider sheet

_____ Resume

_____ College or Scholarship Essay

_____ Scholarship Application (Bright Futures application is fine)

_____ Completed Leadership Form

_____ Blank cardstock to serve as your back cover, available from Ms. Rhoden.

Note: Updates/additions will be added as the year progresses

2019
Sign of Commitment

Your portfolio cover, also known as your Sign of Commitment (SOC) will be on display for the entire school community. It is the public announcement of your commitment to, and your interest in, your paper and project topics.

Here are the general requirements for EVERY sign of commitment, regardless of the path.

Designing your SOC:

1. Create a PowerPoint slide in LANDSCAPE mode.

2. Please reset the size of your PowerPoint slide as follows:
   • Click Design
   • Go all the way to the right and click slide size.
   • Click custom slide
   • Change the width to 11 and the height to 8.5
   • Click ok and then click ensure fit.

3. Choose a neutral or project specific background. Be creative. Use color and design to showcase your project in an eye-catching, attractive, AND relevant manner.

4. Your first and last name must appear at the bottom of your slide. Make sure your typeface is clearly visible over the graphic you chose.

5. All other information on your SOC is specific to the type of project you are completing. Instructions and examples follow. There are also many more examples to be found in the Leadership classroom.

6. Once complete DO NOT PRINT. Proofread. Then have someone else proofread it. When it is perfect save and submit to your instructor for approval and printing.

Note: Updates/additions will be added as the year progresses

2019
Letter to the Judges

In your portfolio the first page after your title page will be a letter to the judges about your product, portfolio, and presentation. Use the following format in preparing this business letter.

Specification Rules:
1. You have ONE (1) page and ONE PAGE ONLY. No exceptions.

2. One inch margins. Make sure your before and after spacing is zero.

3. Times New Roman, 12 point, with 1.15 spacing.

4. DO NOT INDENT paragraphs. This is a block business letter.

5. Read the instructions carefully. Every time I return it for a formatting or proofreading error is a grade lower.

6. Everyone will use the April 26, 2019 date.

7. PROOFREAD. PROOFREAD. PROOFREAD. You do not want to look foolish or illiterate. The persons reading this letter (and they do read this letter) are the same people you will be standing in front of when you present.
Judges, Senior Project
Edgewood Junior Senior High School
180 E. Merritt Ave.
Merritt Island, FL 32953

Dear Judges:

Paragraph 1: In this paragraph you will tell about yourself, your school life, and introduce exactly what your project is.

Paragraph 2: In this paragraph tell the judges why you chose your topic. Discuss how the research paper correlates with the product and career choice.

Paragraph 3: In this paragraph you will discuss what you learned while completing all phases of this project. Here is where you will also discuss any major obstacles you experienced and explain any major changes that you found necessary to make.

Paragraph 4: Finally, discuss the project’s benefits to your community and to your life/future.

Finish with -- Thank you for your time and interest. I appreciate your participation on my review panel.

Sincerely,

Your signature

Your name typed

Note: Updates/additions will be added as the year progresses
Product Log

You must keep an up-to-date record of everything you do for your Senior Project PRODUCT. This includes the first time you contact someone about a proposed project, all meetings and other contact with your advisor, all actual planning and follow-through to create your product. This log is important for several reasons: First, it keeps you on task and focused by requiring you to write down all that you have accomplished so far and what you still need to complete. Second, it helps keep a record of the time spent on the physical product. All seniors must document a MINIMUM of 20 hours. The research paper and portfolio work done in class does not count towards these 20 hours. Finally, the physical product log allows the Senior Board judges to read about the actual effort, thought, and learning stretch, you experienced. Your judge will read your product log and assign it a grade for your portfolio, as well as use it to help determine your product grade. This log will also be read by your presentation day judges before Senior Boards, therefore you want to be clear and thorough in your description.

Minimum length for the entire product log is three (3) SINGLE-SPACED pages.

Use Google Docs.

Specifications must be followed exactly. Failure to do so affects your grade when submitted for weekly review:

- Times New Roman
- 12 point
- 1-inch margins
- 1.0 single spaced

Be sure to change your before and after paragraphs spacing to all zeros.

Product logs begin as soon as you begin working on your project.

Set-up your product log EXACTLY like the sample below.

Product Log
August 23, 2014
Today, I was able to make a trip down to Malabar, FL to pick-up the embroidery machine that I will be utilizing for the rest of the year. I feel very eager to begin creating and selling items, but there is still a lot to do before that. I also feel extremely fortunate to have access to a high quality machine which will be more than capable of creating the type of monograms I want for my product. It took a while to load up all the parts to the machine and to make sure all pieces were packed. After I set everything up in my room, (everything meaning the machine, organizational cabinet, and accessories) I grabbed my laptop in hopes of downloading the necessary software. It was at that exact moment I realized I forgotten to grab the software CD’s! Despite being frustrated, I saw that there was nothing more to be done. So, I called it a night and made plans to go back the following morning.

Total time spent was 2 hours.

August 24, 2014
As I had planned the evening before, I returned to Malabar today in order to pick-up the forgotten software. While I was there, I was able to pick-up a few extra spools of embroidery thread and needles. The trip was well worth it, seeing that I will now be able to download the software to my laptop. I won’t be able to run the machine until that process is completed.

Total time spent was 1 hour.

August 31, 2014
Today I did a lot of research. I needed a logo design, but had no personal acquaintance with anyone who is capable of creating one. This wasn’t a problem, however, because I was able to create a job post on elance.com. Within the first hour I had 21 responses from graphic designers in various countries who all wanted to create my logo. It took a while to sort through all of the proposals, and to my dismay, I was unable to find a single one that fit my standards. I will need to do more research in order to find exactly what I want.

Total time spent was 3 hours.

September 13, 2014
Unfortunately I ran into a problem today! I attempted to download the software for the embroidery machine onto my computer, however I was unsuccessful. My laptop kept popping up with “unable to read disc” messages every time I tried to run the program. So I contacted the company from which the machine was purchased in order to get some help. Since the company is all the way in Palm Beach, Florida, I scheduled an appointment to drive down machine and laptop in tow, to get my company started. I will driving down on September 25th. Hopefully the company will be able to assist me in downloading the necessary software and teach me how to operate the machine correctly.

Total time spent was 2 hours.

September 20, 2014
Last week I scheduled an appointment to meet with my project advisor. Today I was able to go visit her and ask for some help with suggestions and ideas for my business. After meeting with her I went home with ideas in mind and began researching. I was able to discover a company to
Project Self-Evaluation Instructions

Set up your self-evaluation as follows:

Specifications are:
- Use Google docs and submit to Classroom when complete
- Ariel (yep, not TNR)
- 12 point
- 1.15 spacing
- Before and after spacing) must be zero.
- Questions are numbered and in boldface.
- Answers are NOT boldfaced.

This self-evaluation is about your PROJECT – meaning all three parts including your paper, product, and portfolio.

DO NOT COPY THE EXAMPLE’S ANSWERS. DOING SO WILL RESULT IN A ZERO.

All answers must be complete sentences that constitute well-written paragraphs (no bullet points). Normally self-evaluations come in at three pages. Less than two and a half pages says your work is incomplete. More than four pages is never necessary – be succinct and self-edit.

You must proofread carefully. Your portfolio judge will read this; your presentation judge is very likely to read it.

Below are the questions you will answer:

Senior Project Self-Evaluation

1. Describe the three sections of your senior project.
2. Explain how this project was a learning stretch for you.
3. Discuss three problems that you encountered with your project. How did you solve these problems?
4. Explain how your project contributed to your community.
5. Explain three things you learned about yourself through the senior project process.
6. If you could redo your project, what would you do differently?
7. In at least fifty words, discuss the grade you should receive for your project. Describe what you did in order to ensure that your project was the best it could be. Include at least three specific examples or reasons to defend your position.

Note: Updates/additions will be added as the year progresses 2019
How to Write a Standout College Application Essay

Reprinted from Daniella Dautrich

When it is time to write the college application essay, it is time to think like a novelist. In other words, don’t tell your reader – show them!

A Strong Thesis Statement

A thesis statement in the first paragraph keeps an essay on track. Page limits will not allow high school students to include every childhood dream and future goal in their college admission essays. To avoid rambling, write a few introductory sentences to set the overall tone. Then follow with a thesis statement that answers the admission counselor’s question: Why should I keep reading?

Study the application carefully as you write your thesis statement: Does the admission staff want to see an essay about “Why You Are a Perfect Fit for Our College” or “How You Will Contribute to Our Campus Community”? Develop your answer with three to six key points.

Now, write a thesis statement that includes all of these points (or, as my professor called them, “divisions of proof”). Each paragraph in your essay will build on one of these points, drawing from your life experiences for concrete examples.

Write in the Active Voice

After you develop a thesis statement and write a solid draft, go back and edit for active instead of passive voice. To find instances of passive writing, look for the red flags commonly known as “to be” words (is, am, are, was, were, be, being, been).

An essay in the passive voice sends subtle signals to an admissions counselor: This student follows and responds instead of taking the initiative to lead. You don’t want to send a message like that!

Consider the following statements:

Passive: I was asked to join the drama team for my youth group during my sophomore year.
Active: As a member of my youth group drama team, I volunteered to coordinate the elementary school outreach in the spring of my sophomore year.

Passive: I have been commended by my teachers for my attention to detail in labs and my ability to motivate other students.
Active: I always take the time to double-check details during labs whether or not the teachers are watching, and I make a special effort to encourage lab partners who lack self-confidence in the sciences.

Using active voice also makes it easier to add more compelling details to a sentence. This lends an air of greater maturity to your writing.

Note: Updates/additions will be added as the year progresses 2019
Paint Captivating Pictures
A novelist does much more than simply ask readers to imagine a boy on a sailing ship or a girl in a small town. She helps us feel the runaway slave’s quickening heartbeat in a wild storm. She helps us hear the red-headed girl’s piercing song in the Main Street parade. Your job as a college applicant is no different. You must envision yourself living, breathing, and studying at your college of choice. Then, you must help the admissions staff see the same picture.

Write a vivid college application essay by avoiding conditional statements (“if/when this happens, I would/could/might do that”). Use a strong future tense instead:

Weak: If accepted to your fall program, I would be a valuable asset to your school.
Strong: At XYZ University, I will dedicate myself to carrying on a tradition of innovation and scholarship. Grateful for this opportunity, I will stand as a proud member of the 2014 freshman class.

What’s Your Story?
Author Richard Paul Evans offers this wisdom:
The most important story we will ever write in life is our own—not with ink, but with our daily choices.

In your college application essay, you have an exciting opportunity to demonstrate more than just writing skills. You can show an admissions staff that your life story is something they will want to invest in and become part of. What are you waiting for? Start writing!
Student Name (print) ________________________________

Grade Level at time of Leadership: _____ Year(s): ________________

Leadership Position: ________________________________________________

Brief Description of Leadership Experience: ____________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Verification of Leadership Experience:

Adult Supervisor (print) ________________________________

Position ________________________________________________

Organization ________________________________________________

Signature __________________________ Date ____________

Parent Signature __________________________ Date ____________

Student Signature __________________________ Date ____________

Note: Updates/additions will be added as the year progresses
SENIOR BOARDS: Presentations, PowerPoints, and Dressing the Part.
Dressing for your Senior Boards

You only get one chance to make a great first impression. Remember what we learned during the Dress for Success seminar in the fall. There are rules to be followed and we expect the following from all seniors on the day of Senior Boards.

**Gentlemen:**
- Business suit with collared dress shirt, belt and necktie
- OR
- Sport coat, dress slacks, belt, collared dress shirt, and necktie
- MINIMUM
- Dress slacks, long-sleeve collared dress shirt, and necktie

Bow ties are acceptable

**Every gentleman will wear dress shoes, socks, a belt and a necktie. NO TENNIS SHOES.**

Do not roll up the sleeves of your shirt until AFTER you have presented.

Ladies, every year the one complaint we get from judges is that your outfit does not look professional. What is appropriate for school may be too casual for the business world. What you may think is dressy may not be considered appropriate or professional. Please take the time and effort to look the best you can. Good rule of thumb: If you must continually tug it down and/or you cannot comfortably sit in it, it is very likely too short or too tight and not what you should be wearing for your Senior Boards.

**Ladies:**
- Business suit with blouse
- OR
- Business pantsuit with blouse
- OR
- Business dress (remember the not too short or too tight rule)
- OR
- Skirt or dress slacks with blouse and jacket or polished-looking cardigan -- do not make the mistake of being too causal.

**Every lady will wear dress shoes (nylons recommended but not required). NO TENNIS SHOES.**

**Everyone:**
If you are in doubt as to whether or not your outfit is appropriate, please check with me or Mrs. Robbins. Take a picture and we will be happy to give you feedback.

The morning of Senior Boards stop by the Media Center so we can see how professional you look!

*If someone has an issue with acquiring the necessary outfit, PLEASE see me, Mrs. Robbins or your guidance counselor. We can help 😊*
Senior Boards Technology Checklist

This checklist is a part of your presentation grade.

Name _______________________________ Room Assignment ____________

You must have your presentation and any other files you need copied to the room folder you are assigned by 3:45 PM on Wednesday, April 18th. If you fail to copy your files by this date you will need to see Mr. Phipps, at his convenience, in order to have him copy the files for you.

You need to test your presentation from the CTE server in the room to which you are assigned. You are responsible for contacting the teacher in that room to arrange a convenient (for the teacher) time to test your PowerPoint.

COMPLETE AND INITIAL EACH OF THE FOLLOWING:

_____ I have copied my presentation and any audio/video files to room folder ________ on the CTE server.
_____ I have tested my presentation in room ________.
_____ I have tested the audio (if needed) in my assigned room.
_____ I have tested the video (if needed) in my assigned room.
_____ My presentation is saved in a PowerPoint format.
_____ My audio files (if applicable) are saved in an MP3 format.
_____ My video files (if applicable) are saved in a WMV format.

Name of the teacher in your assigned room: _______________________________

Teacher’s signature: ________________________________

Your signature: ________________________________

This completed form must be turned in to room 4-204 by 3:45PM, Thursday, April 18, 2019. A late form will result in a loss of five points from your final senior presentation grade. No form will result in a loss of ten points from your presentation grade.

Note: Updates/additions will be added as the year progresses 2019
SENIOR PROJECT APPEAL TO STEERING COMMITTEE

Instructions to Applicant:

1. Confer with Senior Project Coordinator
2. Complete all requested information
3. Obtain parent signature
4. Submit completed form to Coordinator

Student Name______________________________________________________________________________________

Project Title________________________________________________________________________________________

I have discussed this petition with my son/daughter.

Parent/Guardian Signature:_________________________________________ Date:________

Applicant Signature:_________________________________________ Date:________

Please state the nature of your appeal and the reasons for thinking that your appeal should be granted, typed on a separate attachment. Supporting documents should also be attached. A personal appearance before the Senior Project Steering Committee will be arranged only when the circumstances require a personal presentation. The Senior Project Coordinator will notify you of the committee’s decision.

Senior Project Steering Committee’s Recommendation:

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Note: Updates/additions will be added as the year progresses

2019
Appendix A

Leadership

The Research Paper
BASIC RESEARCH PAPER GUIDELINES

Your Leadership teacher will instruct you in the entire process of researching, writing, and documenting the research paper during the fall semester of your senior year. These guidelines are just an overview for your information and support.

Length: 2200 to 2500 word paper, not including your works cited. You will create the paper in Google docs and submit the required drafts through Google Classroom.

Format: Use Modern Language Association format (MLA) throughout your paper. Students researching in science must still use MLA format. You may also use other resources to guide you, such as The Language Network, published by MacDougal, Littell and Company, and Write for College, published by Write Source.

Font: 12-point font in Times New Roman is required.

Spacing: Use 2.0 spacing for the body of the paper. Follow MLA guidelines for the Works Cited page.

Sources:
- Five sources minimum – Your documentation must include a VARIETY of sources. Consecutive documentation can occur only once; i.e. you cannot cite the same source three or four times in a row. Do not cite one source for the majority of your paper, and then include a line or two of your other sources merely to meet the required number of sources. The content of the paper is to reflect balanced, multiple sources in addition to your own conclusions regarding these sources.
- Carefully read the section that follows on choosing credible evidence.

Parenthetical Documentation is a system that allows you to credit the sources of information in the body of your research paper. The writer simply inserts the appropriate information, such as author and page number, in parentheses after any ideas or words taken from another source, whether quoted directly or paraphrased. Although electronic bibliography software is widely used, you are still the final checkpoint for accuracy and completeness. Just because EasyBib does not include something when it creates your source, does not excuse its absence. You are expected to search the source for all missing information.

A writer who does not document a fact, quotation, or idea from any source is guilty of plagiarism. You may not use someone else’s work or words without documentation. Plagiarism of any kind will result in failure of the research portion of the Senior Project.

All student papers are required to be submitted to Turnitin with an 18% or less feedback score.

Note: Updates/additions will be added as the year progresses

2019
The Argumentative Research Paper

Your ARGUMENTATIVE research paper begins with a strong thesis statement. Your thesis must focus on the following:

What needs to be done?
Why does it need doing?
Who can/should do it?

That said, a cautionary statement about defending that thesis statement:

“The moment we want to believe something, we suddenly see all the arguments for it, and become blind to the arguments against it.”

--George Bernard Shaw

Do not let this happen to you when you write your research paper.
Your argumentative research paper is an exploration of a topic. Yes, you have chosen a side which should have been stated in your thesis, but you are exploring both sides of the issue. It is important that you use the right kind of evidence, that you use it effectively, and that you have an appropriate amount of it.

How do you support your side?

LOGOS or logical appeal. Your arguments must be presented as analytical and reason-based. Use facts, figures, statistics, court cases that set precedence, and (if well researched) value based arguments that incorporate time-tested philosophical backing.

ETHOS or ethical appeal means your sources must be credible and established institutions, or leaders in their field of study. Opinions and findings must be backed up with documented research. If you choose to use someone as a source then it should be because they add validity to YOUR argument.

PATHOS is seldom an option in a strong argumentative paper. Avoid simple emotional appeal.
The following is reprinted, in part, from the UNC Writing Center website.

A note on terminology
Many researchers distinguish between primary and secondary sources of evidence (in this case, “primary” means “first” or “original,” not “most important”). Primary sources include original documents, photographs, interviews, and so forth. Secondary sources present information that has already been processed or interpreted by someone else. Always try to include several primary sources.

Using evidence in an argument
Asking yourself what your point is can help you avoid a mere “information dump.” Keep in mind your readers are usually looking for two things:

Proof that you understand the material, AND

A demonstration of your ability to use or apply the material in ways that go beyond what you have read or heard.

This second part is ANALYSIS and can be done in many ways: you can critique the material, apply it to something else, or even just explain it in a different way. In order to succeed at this second step, though, you must have a particular point to argue.

Arguments in academic writing are usually complex and take time to develop. Your argument will need to be more than a simple or obvious statement such as “Frank Lloyd Wright was a great architect.” Such a statement might capture your initial impressions of Wright as you have studied him; however, you need to look deeper and express specifically what caused that “greatness.” Your reader will probably expect something more complicated, such as “Frank Lloyd Wright’s architecture combines elements of European modernism, Asian aesthetic form, and locally found materials to create a unique new style,” or “There are many strong similarities between Wright’s building designs and those of his mother, which suggests that he may have borrowed some of her ideas.” To develop your argument, you would then define your terms and prove your claim with evidence from Wright’s drawings and buildings and those of the other architects you mentioned.

Evidence
Do not stop with having a point. You have to back up your point with evidence. The strength of your evidence, and your use of it, can make or break your argument. You already have the natural inclination for this type of thinking, if not in an academic setting. Think about how you talked your parents into letting you borrow the family car. Did you present them with lots of instances of your past trustworthiness? Did you make them feel guilty because your friends’ parents all let them drive? Did you whine until they just wanted you to shut up? Did you look up statistics on teen driving and use them to show how you didn’t fit the dangerous-driver profile? These are all types of argumentation, and they exist in academia in similar forms.

Does evidence speak for itself?
Absolutely not. After you introduce evidence into your writing, you must say why and how this evidence supports your argument. In other words, you have to explain the significance of the
evidence and its function in your paper. What turns a fact or piece of information into evidence is the connection it has with a larger claim or argument: evidence is always evidence for or against something, and you have to make that link clear. This is the ANALYSIS portion of your paper and often one of the hardest skills to master.

As writers, we sometimes assume that our readers already know what we are talking about; we may be wary of elaborating too much because we think the point is obvious. But readers can’t read our minds: although they may be familiar with many of the ideas we are discussing, they don’t know what we are trying to do with those ideas unless we indicate it through explanations, organization, transitions, and so forth. Try to spell out the connections that you were making in your mind when you chose your evidence, decided where to place it in your paper, and drew conclusions based on it. Remember, you can always cut prose from your paper later if you decide that you are stating the obvious.

**How can I incorporate evidence into my paper?**

There are many ways to present your evidence. Often, your evidence will be included as text in the body of your paper, as a quotation, paraphrase, or summary.

**Quotations**

When you quote, you are reproducing another writer’s words exactly as they appear on the page. Here are some tips to help you decide when to use quotations:

- Quote if you can’t say it any better and the author’s words are particularly brilliant, witty, edgy, distinctive, a good illustration of a point you’re making, or otherwise interesting.
- Quote if you are using a particularly authoritative source and you need the author’s expertise to back up your point.
- Quote if you are analyzing diction, tone, or a writer’s use of a specific word or phrase.
- Quote if you are taking a position that relies on the reader’s understanding exactly what another writer says about the topic.

Be sure to introduce each quotation you use, and always cite your sources.

Like all pieces of evidence, a quotation can’t speak for itself. If you end a paragraph with a quotation, that may be a sign that you have neglected to discuss the importance of the quotation in terms of your argument. It’s important to avoid “plop quotations,” that is, quotations that are just dropped into your paper without any introduction, discussion, or follow-up.

**Paraphrasing**

When you paraphrase, you take a specific section of a text and put it into your own words. Putting it into your own words doesn’t mean just changing or rearranging a few of the author’s words: to paraphrase well and avoid plagiarism, try setting your source aside and restating the sentence or paragraph you have just read, as though you were describing it to another person. Paraphrasing is different than summary because a paraphrase focuses on a particular, fairly short bit of text (like a phrase, sentence, or paragraph). You’ll need to indicate when you are paraphrasing someone else’s text by citing your source correctly, just as you would with a quotation.

*Note: Updates/additions will be added as the year progresses*
When might you want to paraphrase?

- Paraphrase when you want to introduce a writer’s position, but his or her original words aren’t special enough to quote.
- Paraphrase when you are supporting a particular point and need to draw on a certain place in a text that supports your point—for example, when one paragraph in a source is especially relevant.
- Paraphrase when you want to present a writer’s view on a topic that differs from your position or that of another writer; you can then refute writer’s specific points in your own words after you paraphrase.
- Paraphrase when you want to comment on a particular example that another writer uses.
- Paraphrase when you need to present information that’s unlikely to be questioned.

Summary

When you summarize, you are offering an overview of an entire text, or at least a lengthy section of a text. Summary is useful when you are providing background information, grounding your own argument, or mentioning a source as a counter-argument. A summary is less nuanced than paraphrased material. It can be the most effective way to incorporate a large number of sources when you don’t have a lot of space. When you are summarizing someone else’s argument or ideas, be sure this is clear to the reader and cite your source appropriately.

Do I need more evidence?

Let’s say that you’ve identified some appropriate sources, found some evidence, explained to the reader how it fits into your overall argument, incorporated it into your draft effectively, and cited your sources. How do you tell whether you’ve got enough evidence and whether it’s working well in the service of a strong argument or analysis? Here are some techniques you can use to review your draft and assess your use of evidence.

Make a reverse outline

A reverse outline is a great technique for helping you see how each paragraph contributes to proving your thesis. When you make a reverse outline, you record the main ideas in each paragraph in a shorter (outline-like) form so that you can see at a glance what is in your paper. The reverse outline is helpful in at least three ways. First, it lets you see where you have dealt with too many topics in one paragraph (in general, you should have one main idea per paragraph). Second, the reverse outline can help you see where you need more evidence to prove your point or more analysis of that evidence. Third, the reverse outline can help you write your topic sentences: once you have decided what you want each paragraph to be about, you can write topic sentences that explain the topics of the paragraphs and state the relationship of each topic to the overall thesis of the paper.

Color code your paper

You will need three highlighters or colored pencils for this exercise. Use one color to highlight general assertions. These will typically be the topic sentences in your paper. Next, use another color to highlight the specific evidence you provide for each assertion (including quotations, paraphrased or summarized material, statistics, examples, and your own ideas). Lastly, use another color to highlight analysis of your evidence. Which assertions are key to your overall argument? Which ones are especially contestable? How much evidence do you have for each assertion? How much analysis? In general, you should have at least as much analysis as you do.
evidence, or your paper runs the risk of being more summary than argument. The more controversial an assertion is, the more evidence you may need to provide in order to persuade your reader.

**Play devil’s advocate, act like a child, or doubt everything**
This technique may be easiest to use with a partner. Ask your friend to take on one of the roles above, then read your paper aloud to him/her. After each section, pause and let your friend interrogate you. If your friend is playing devil’s advocate, he or she will always take the opposing viewpoint and force you to keep defending yourself. If your friend is acting like a child, he or she will question every sentence, even seemingly self-explanatory ones. If your friend is a doubter, he or she won’t believe anything you say. Justifying your position verbally or explaining yourself will force you to strengthen the evidence in your paper. If you already have enough evidence but haven’t connected it clearly enough to your main argument, explaining to your friend how the evidence is relevant or what it proves may help you to do so.

**Counterargument**
One way to strengthen your argument and show that you have a deep understanding of the issue you are discussing is to anticipate and address counterarguments or objections. By considering what someone who disagrees with your position might have to say about your argument, you show that you have thought things through, and you dispose of some of the reasons your audience might have for not accepting your argument. Recall our discussion of student seating in the Dean Dome. To make the most effective argument possible, you should consider not only what students would say about seating but also what alumni who have paid a lot to get good seats might say. You can generate counterarguments by asking yourself how someone who disagrees with you might respond to each of the points you’ve made or your position as a whole.

Once you have thought up some counterarguments, consider how you will respond to them—will you concede that your opponent has a point but explain why your audience should nonetheless accept your argument? Will you reject the counterargument and explain why it is mistaken? Either way, you will want to leave your reader with a sense that your argument is stronger than opposing arguments.

When you are summarizing opposing arguments, be charitable. Present each argument fairly and objectively, rather than trying to make it look foolish. You want to show that you have seriously considered the many sides of the issue and that you are not simply attacking or caricaturing your opponents.

It is usually better to consider one or serious counterargument in some depth, rather than to give a long but superficial list of many different counterarguments and replies.

Be sure that your reply is consistent with your original argument. If considering a counterargument changes your position, you will need to go back and revise your original argument accordingly.