

**SCITUATE HIGH SCHOOL**

**SENIOR PROJECT**

**Handbook**

Dear Senior:

Congratulations! You have made it to your senior year at Scituate High School. Being a senior can be a very exciting and fulfilling time. One requirement of all seniors is to complete a senior project. Take time to think about a topic that will be interesting to you. You will be working on this project for the entire year so it is important that your topic have meaning to you. If you use your time wisely and meet all deadlines, the senior project will be a non-stressful rewarding learning experience.

The **Scituate High School Senior Project Handbook** is your official resource to use throughout your Senior Project experience. The requirements needed to complete the Senior Project component of the Proficiency Based Graduation Requirements (PBGRs) Diploma System for the Scituate School Department are in this handbook. Pay particular attention to requirements, due dates, and assessments. Also note that support is given to you throughout the project.

All necessary sample forms are in this handbook as well as checklist assessments and rubrics. Your Senior Seminar Leader will provide you with a copy of each form as needed throughout the year. The handbook and all necessary forms are also available on the Scituate High School website, [www.scituatehighschool.com](http://www.scituatehighschool.com), if you need to access information or download forms during or after school hours.

Email addresses are listed for each of the Seminar Leaders if you need to contact any of us with concerns or comments. In addition to meeting with you during Senior Seminar (Tuesday's period 8), a department night is held once a week. Computers will be available for your use if needed.

I look forward to this new journey with you, and my hope is that you will find the Senior Project to be a rewarding learning experience.

Your Senior Project Coordinator,

Mrs. Jill Morton

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## **STATEMENT OF PURPOSE**

**The Senior Project is the culminating event that gives all Scituate High School seniors the opportunity to demonstrate what they know and have learned using originality and creativity through communication, critical thinking, problem solving, and applied learning.**

# SENIOR PROJECT REQUIREMENTS

The Scituate High School Senior Project represents one criterion of the Proficiency Based Graduation Requirements (PBGRs) of the Scituate School Department. All requirements must be successfully completed to attain proficiency for the senior project. These requirements include the essential elements of an exhibition system established by the Rhode Island Department of Education.

## District Requirements

### ➤ Preparatory Components

*The preparatory components include your Senior Project Topic Request Form, Senior Project Letter of Intent, Mentor Confirmation/Requirements Form, and Mentor Information/Parental Approval Form*

- Self-Evaluation
- Declaration of Senior Project/Cover Page of Portfolio
- Fieldwork/Verification of Fieldwork Log from Mentor
- Evaluation Form
- Thank You Letter to Mentor
- Thank You Letter for Interview
- I-Search Paper
- Product Evident
- Letter of Introduction to Judges
- Oral Presentation

# Transfer Students

Seniors who transfer to Scituate High School are required to meet the Proficiency Based Graduation Requirements of the Scituate School Department. Therefore, you must complete the Scituate High School Senior Project and meet proficiency. Your date of transfer might not coincide with the due dates given on the *Senior Project Requirements Calendar*.

A support system is in place for you to successfully complete the project. You will meet with the senior project coordinator to map out a schedule that allows you to transition into the process and final completion of the project. Once a schedule has been determined, you meet your Senior Seminar Leader. The seminar leader is a faculty member who provides guidance and monitors your progress. You meet with your seminar leader and your peers one class period a week to complete specific components of the project, practice oral presentations, discuss, self-evaluate.

This handbook contains all the information and requirements needed to successfully complete the Scituate High School Senior Project component of the Scituate School Department's Proficiency Based Graduation Requirements.

# SENIOR PROJECT CALENDAR

**A Senior Project calendar will be distributed during the first seminar meeting. It will include all the components of senior project and the dates that they are due. \*All requirements are due on or before due dates given in calendar \*\*or 180<sup>th</sup> day.**

Seniors who miss a deadline required for senior project will be placed on probation. During probation seniors will not be allowed to participate in the following activities: period 9 activities, athletic practices and games, dances including homecoming and prom, etc., drama, or any other extra curricular activities. Once the work had been turned in and approved by the seminar leader and/or senior seminar project coordinator the student will be allowed to return to activities.

Notification of seniors not meeting deadlines will be forwarded to coaches, teachers, and activity leaders. If seniors need additional assistance with their work, they should attend senior project department night.

# SENIOR PROJECT SUPPORT STAFF

The Scituate Senior Project Support Staff is comprised of a Senior Project Coordinator and six Senior Seminar Leaders. All members of the support staff are Scituate High School teachers. All members are available to seniors and their parents or guardians to answer any questions or concerns about the senior project requirements.

When school is in session, a Senior Seminar is held every Tuesday during Period 8. Senior Seminar gives seniors the opportunity to transition from the high school community to the real-world community. A group of seniors is matched with one of the seminar leaders. Each leader supports the group by providing the guidance needed to complete each component of the senior project.

The Senior Project Coordinator assists the seminar leaders, seniors, and parents or guardians throughout the process. The coordinator provides additional support during and after school hours. A Senior Seminar Department Nights is held every week during the school year. Informational meetings are also held throughout the school year.

## Senior Project Coordinator

**Mrs. Jill Morton**

e-mail: [jmorton@scituateri.net](mailto:jmorton@scituateri.net)

## Senior Seminar Leaders

Mrs. Barbara Coletti

e-mail: [bcoletti@scituateri.net](mailto:bcoletti@scituateri.net)

Mrs. Kristen Collins

e-mail: [kcollins@scituateri.net](mailto:kcollins@scituateri.net)

Mrs. Jill Morton

e-mail: [jmorton@scituateri.net](mailto:jmorton@scituateri.net)

Mrs. Heather Dailey

e-mail: [hdailey@scituateri.net](mailto:hdailey@scituateri.net)

Mrs. Marjorie Stormont

e-mail: [mstormont@scituateri.net](mailto:mstormont@scituateri.net)

Mrs. Jean Buonaccorsi

e-mail: [jbuonaccorsi@scituateri.net](mailto:jbuonaccorsi@scituateri.net)

**Senior Project Coordinator and Senior Seminar Leaders can also be reached by calling 647-4120 or faxing 647-4126.**



# Assessment of the Senior Project

The assessment for your senior project is based on a scaffolded system. The Senior Seminar Leaders and the Senior Project Coordinator approve each component of the project according to the “*Senior Project Requirements Calendar*.” Each component is assessed using either a “*Yes Assessment*” checklist or rubric.

The final copy of the I-Search paper and the oral presentation requirements are assessed using the “*I-Search Paper Writing Rubric*” and the “*Oral Presentation Rubric*,” respectively. All other components are assessed using a “*Yes Assessment*” checklist. A “yes” approval allows you to continue to the next component.

The senior project coordinator and two seminar leaders assess your I-Search paper. After each of us has read and assessed your paper, we compare and analyze each rubric. If we agree that all indicators are met, you meet the writing proficiency component of the senior project. If all indicators are not met, we meet with you to discuss the revisions that need to be made to meet proficiency. After you make the revisions, we reassess your paper.

The senior project coordinator and your seminar leader use the “*Portfolio Yes Assessment*” checklist and the “*Portfolio Approval Components*” checklist to verify that all components for your portfolio are met and are ready **before** you present your senior project portfolio to the judges on the day of your oral presentation.

A panel of five judges assesses your oral presentation. Panel judges come from the faculty and staff within the school system, community members, business people, and other professionals. Each judge uses the “*Oral Presentation Score Sheet*” to assess your oral presentation. The five scores are tabulated and the highest and lowest scores are dropped. The average of the three remaining scores is the score used to determine proficiency of the oral presentation component of your senior project.

Once you complete all the “*Yes Assessments*” and the two rubric assessments, you receive the *General Rubric for Senior Project*. This rubric states the proficiency level of your senior project. There are two proficiency levels: meets proficiency and does not meet proficiency. When you meet proficiency, you have successfully completed the Senior Project component of the Proficiency Based Graduation Requirements for the Scituate School Department.

The supports afforded you through Senior Seminar are there for you to succeed. If however, you do not meet proficiency, you do have the opportunity to refine your project or oral presentation and present again. The schedule for oral presentation make-ups is listed on the Senior Project Requirements Calendar.

Senior \_\_\_\_\_

**General Rubric for Senior Project**

<p><b>Meets Proficiency</b> ◆ Proficiency Based Graduation Requirement Met</p>	<p><b>Does Not Meet Proficiency</b> ◆ Proficiency Based Graduation Requirement Not Met</p>
<p><b>The Senior Project:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Requirements for components completed and meets all “Yes” assessments</li><li><input type="checkbox"/> Meets standard on all rubrics</li></ul>	<p><b>The Senior Project:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Requirements for components not completed or does not meet “Yes” assessments</li><li><input type="checkbox"/> Does not meet standard on all rubrics</li></ul>

**Seminar Leader  
Signature** \_\_\_\_\_

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

# Senior Project Topic Request Form

Before you are allowed to formally begin your senior project, you must complete the *Senior Project Topic Request Form*. The Senior Project Coordinator and Senior Seminar Leaders determine if your topic and learning stretch meet the preliminary requirements of the Scituate Senior Project. After approval, you can begin your senior project.

<b>Senior Project Request Form</b>
<b>Name</b> _____ <b>Date</b> _____
<b>Senior Project Topic:</b>  
<b>Please explain why this topic is a learning stretch for you:</b>          

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

Requirements needed to meet approval:

Seminar Leader Signature \_\_\_\_\_

# Reflection Journal/Self Evaluation

The reflection is the journal of your senior project experience. Throughout your senior project experience you record any thoughts (positive or negative) in your reflection. You use your reflections as your main source to write your self-evaluation.

Your reflection journal is a component of your senior project, but **does not** go into your portfolio. When your oral presentation is completed, your self-evaluation piece becomes part of your portfolio.

At the end of every quarter you will write a reflection of your senior project experience. The reflection is informal, but does have some guidelines. The year end self-evaluation is a formal written document. Your self-evaluation summarizes your senior project experience.

## Quarterly Reflections:

- Written at the end of every quarter
- A minimum of six typed sentences

## Guidelines for the final Self-Evaluation Component

- At least 5 paragraphs block style format
- 8.5" x 11" typed with Times New Roman 12-point font

<b>Self-Evaluation Rubric</b>	
<b>Ideas and Development</b>	<ul style="list-style-type: none"><li>❑ an established purpose to engage reader</li><li>❑ an organized structure that allows for a progression of ideas to develop</li><li>❑ a variety of writing strategies, such as questioning, connecting and interpreting.</li></ul>
<b>Content</b>	<ul style="list-style-type: none"><li>❑ an analysis of personal learning or personal growth</li><li>❑ a conclusion with the essence of the senior project experience</li></ul>
<b>Writing Conventions</b>	<ul style="list-style-type: none"><li>❑ standard English usage</li><li>❑ infrequent errors which do not interfere with meaning</li><li>❑ correct capitalization, punctuation, and spelling</li></ul>

# Senior Project Topic Letter of Intent

In order to begin your senior project, your first requirement is to submit a formal proposal to the Senior Project Coordinator. The coordinator and seminar leaders determine if your proposal meets the requirements of the senior project. The proposal must be written according to the requirements below:

## **LETTER FORMAT: Business Letter – Block Style**

The business letter format contains six sections: date, sender's address, recipient address, salutation, body, and closing.

1. Letters are typed using 12-point Times New Roman font.
2. All statements within paragraphs are single-spaced.
3. All paragraphs are separated using double-spacing.
4. Every line starts at the left margin.
5. Margins are 1.25 inches on left and right (default settings).

### **Content**

6. Date is typed two inches from
7. Sender's Address (Your Address)
8. Inside Address (including name to whom you are writing)
9. Salutation (Dear....)
10. Body
11. Closing (Sincerely)
12. Your name is typed below your signature.

## -Sample-

September 27, 2012

123 My Street  
North Scituate, RI 02857

Mrs. Jill Morton, Senior Project Coordinator  
94 Trimtown Road  
North Scituate, RI 02857

Dear Mrs. Morton:

The first paragraph states the topic of study to meet the requirements of the senior project, your justification for choosing this topic, and how or why this topic is a *learning stretch for you*.

The second paragraph includes the connection between the topic and the I-Search paper. Describe your topic in more detail. What plan(s) do you have to find the research to support your topic so you can meet the research paper requirements?

The third paragraph describes your fieldwork. How will you meet the fieldwork requirements? Who is your mentor? What experience does your mentor have to assist you with your project?

The fourth paragraph connects your topic to the Senior Project “Statement of Purpose,” content standards, and the learner outcomes for Scituate High School students. Summarize how/why your project meets these criteria.\*

Sincerely,

*Your Signature*

Your name typed here.

\*Learner outcomes and content standards will be given to you during senior seminar.

# Senior Project Letter of Intent: “Yes” Assessment

Date Received \_\_\_\_\_  
Date Assessed \_\_\_\_\_

Date Returned \_\_\_\_\_

Seminar Leader \_\_\_\_\_

Senior, \_\_\_\_\_ ,

Yes      No

1. submitted letter on or before due date.

## **Letter Format: Business Letter – Block Style**

2. uses 12-point Times New Roman font
3. has statements within paragraphs single-spaced and paragraphs double-spaced
4. has all lines at left margin with correct default settings
5. includes all six sections: date, sender’s address, inside address, salutation, body, and closing
6. applies rules of grammar, usage, and mechanics

## **Letter Content**

### ***First Paragraph***

7. states and justifies topic of study and *learning stretch* to meet requirements of senior project

### ***Second Paragraph***

8. shows connection between topic and research paper

### ***Third Paragraph***

9. describes the fieldwork, the mentor, and how this mentor will assist with project

### ***Fourth Paragraph***

10. connects topic to “Statement of Purpose,” content standards, and learner outcomes

## **Requirements needed to attain “yes” status:**

Seminar Leader Signature \_\_\_\_\_

Date \_\_\_\_\_

# Mentor Confirmation/Requirements Form

Dear Scituate High School Senior Project Mentor:

Scituate High School senior, \_\_\_\_\_ has requested you to serve as his/her Senior Project Mentor. The role of the mentor carries many responsibilities. First and foremost is the safety of the senior under your care. As the mentor, you are the adult that the senior reports to in order to complete the fieldwork component of the Scituate High School Senior Project.

The Senior Project is the final product that a senior must complete as part of the Scituate High School Diploma System. The senior chooses a topic of interest and must write a research paper, conduct an interview, participate in at least 15 hours of fieldwork, complete a portfolio, and give an oral presentation to the Scituate Senior Project Board.

## Your role as mentor is to:

- **guide the senior by sharing your expertise in the field;**
- **encourage the senior to realize the importance of learning outside of the school community;**
- **verify, by signing a log sheet, of the time spent on the fieldwork when working with you;**
- **complete an evaluation form and/or write a letter of recommendation on behalf of the senior stating the interaction with you, the time spent participating in the fieldwork, and any other observations that you feel should be written in the recommendation.**

If you agree to serve as a mentor, the forms listed below must be sent in the self-addressed envelope provided or faxed to 401-647-4126. If further information is needed, please contact Jill Morton, Senior Project Coordinator, at 401-647-4120, or by e-mail: [jmorton@scituateri.net](mailto:jmorton@scituateri.net).

- ◆ Send or fax one signed copy of **Mentor Confirmation/Requirements Form** (this form).
- ◆ Send or fax signed copy of completed **Verification of Fieldwork Log**.
- ◆ Send one signed copy of letter of recommendation/evaluation form.

I agree to fulfill the requirements of Scituate Senior Project Mentor:

Mentor

Signature \_\_\_\_\_

Date \_\_\_\_\_



# Evaluation from the Mentor

This evaluation will appear in the senior's project binder to be viewed by judges on the presentation night. Each evaluation indicator is based on SHS's Student Academic Expectations and Learner Outcomes (listed on the back.) The senior project committee and student appreciate your feedback. Please complete this form and give it to the senior or mail it to Scituate High School, 94 Trimtown Road, North Scituate, RI 02857, attn. Mrs. Jill Morton. Forms are due before the end of March. Thank you.

Senior \_\_\_\_\_

Mentor \_\_\_\_\_

Mentor's Signature \_\_\_\_\_

Please rate the student's

exemplary    satisfactory    deficient

<p>communication skills Did the student contact you in a timely manner? Did the student communicate frequently, clearly, and appropriately?</p>			
<p>demonstration of respect for you and the project Was the student punctual, courteous, and professional?</p>			
<p>response to problems and challenges Did the student work to solve problems? Did the student face challenges with an appropriate attitude?</p>			
<p>active involvement in the project Did the student complete the activities you assigned or provided? Did the student demonstrate interest and passion?</p>			
<p>demonstration of curiosity and/or creativity Did the student ask appropriate and insightful questions? Did the student suggest or offer new ideas?</p>			

We invite you to write additional comments about the senior's performance or to attach a letter of recommendation.

Thank you for your feedback!

Additional comments:

# Student Academic Expectations and Learner Outcomes

## **1. Communicate effectively through speaking, writing, listening and reading**

- 1.01 Students engage in effective oral communication in front of an audience
- 1.02 Students communicate effectively during class discussions
- 1.03 Students communicate effectively through the use of writing for a variety of purposes and audiences
- 1.04 Students listen actively, critically, and responsibly
- 1.05 Students demonstrate the ability to comprehend, process, evaluate, and use print and visual material from a variety of genres

## **2. Think critically and problem solve effectively**

- 2.01 Students use higher order thinking skills to research, analyze, and evaluate information from a variety of sources
- 2.02 Students use critical thinking skills to make informed decisions, formulate independent thoughts, and solve problems

## **3. Demonstrate active involvement in their own education**

- 3.01 Students participate in self-evaluation, class critiques, and class discussions
- 3.02 Students demonstrate initiative, responsibility, and self-discipline in achieving success in all content areas
- 3.03 Students participate in assignments, projects, performances, and conduct research as required by set standards
- 3.04 Students work cooperatively to achieve a shared goal

## **4. Use current technology effectively and responsibly to enhance learning in the content areas**

- 4.01 Students use appropriate technology in content areas
- 4.02 Students use appropriate technology to collaborate on assigned tasks in content areas

## **5. Explore and express their creativity and curiosity**

- 5.01 Students demonstrate originality, creativity, and curiosity in their work
- 5.02 Students critically interpret various forms of human expression

# Mentor Information/Parental Approval Form

Senior's Name \_\_\_\_\_

Senior Seminar Leader \_\_\_\_\_

## MENTOR INFORMATION

(Please Print)

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip Code \_\_\_\_\_

Work Phone \_\_\_\_\_ Home or Cell Phone \_\_\_\_\_

Occupation \_\_\_\_\_ E-mail Address \_\_\_\_\_

## TO THE MENTOR

I, \_\_\_\_\_, have read and signed the **Mentor Confirmation/Requirements Form** given to me from \_\_\_\_\_ and agree to serve as this senior's mentor. I hereby state that the information I have provided is correct, that I am at least 21 years old, and am not a relative of this senior.

Mentor Signature \_\_\_\_\_

Date

## TO THE PARENT OR GUARDIAN

(Please Print)

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip Code \_\_\_\_\_

Work Phone \_\_\_\_\_ Home or Cell Phone \_\_\_\_\_

E-mail Address \_\_\_\_\_

I, \_\_\_\_\_, have read the **Mentor Confirmation/Requirements Form** and agree to allow \_\_\_\_\_ to serve as the mentor to \_\_\_\_\_.

Parent/Guardian Signature \_\_\_\_\_

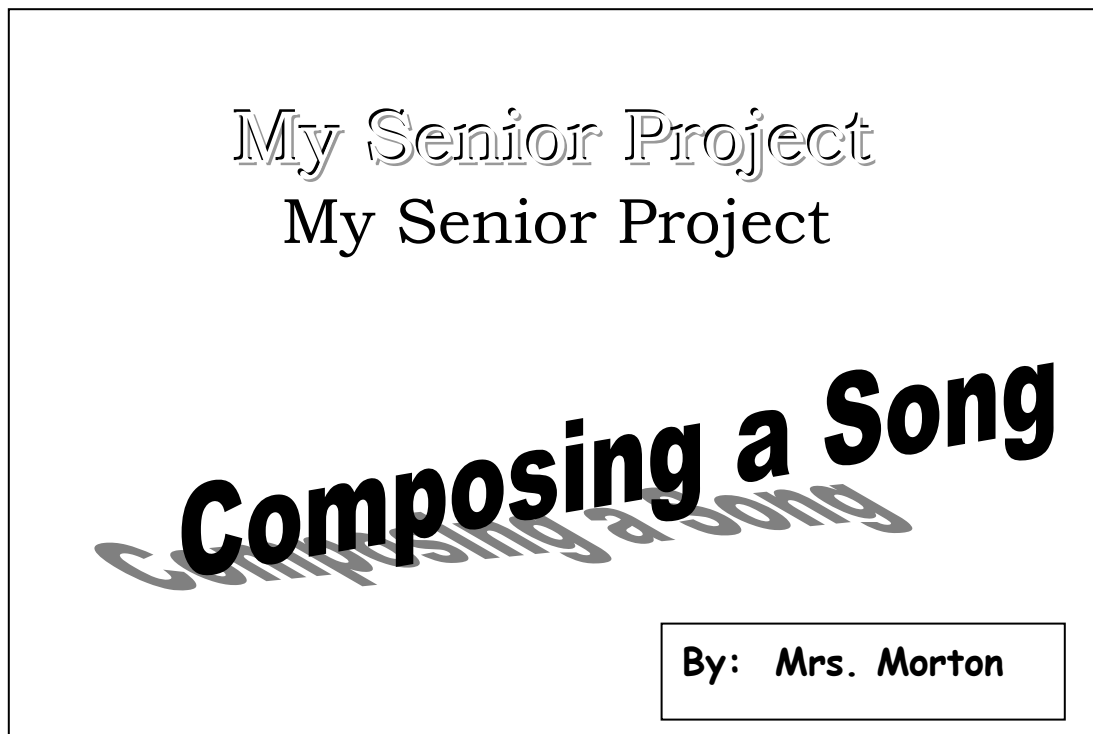
Date

## Declaration of Your Senior Project/Cover Page

The declaration of your senior project completes the final phase of the preparatory components. Your declaration is a written statement posted within the high school. This declaration states to all school community members what you have chosen as the topic for your senior project. Please print two copies of this declaration. This declaration is also your cover page for your portfolio.

The declaration format:

- 8.5" x 11" sheet of unlined paper
- The topic of your project
- Your name
- Any artwork or pictures to enhance your declaration



# Declaration of Your Senior Project: “Yes” Assessment

Date Received \_\_\_\_\_

Date Returned \_\_\_\_\_

Date Assessed \_\_\_\_\_

Seminar Leader \_\_\_\_\_

Senior, \_\_\_\_\_,

Yes      No

1. submitted declaration on or before due date

## Format

2. follows size requirements (8.5” x 11” unlined paper)

3. states topic choice

4. states name

5. shows creativity through artwork or pictures to enhance declaration

6. applies rules of grammar, usage, and mechanics

**Requirements needed to attain “yes” status.**

**Declaration is ready for posting.**

Seminar Leader Signature \_\_\_\_\_

Date



# Thank You Letter to Mentor

Your mentor shared many hours of time and expertise to help you succeed with your senior project. Once you have completed your fieldwork, you must write a thank you letter to your mentor. The tone of your letter should be sincere and professional. You may want to include a memorable moment from your fieldwork experience.

## Guidelines

- **Use the block style business letter format.**
- **Write at least two or three paragraphs in your letter.**
- **Send your thank you letter as soon as you complete your fieldwork.**
- **Make a signed copy of your thank you letter to put in your portfolio.**
  
- **First Paragraph**  
*This paragraph states the “thank you” you make to your mentor for sharing his/her time and expertise.*
  
- **Second Paragraph**  
*This paragraph explains a specific experience or experiences that are memorable to you.*
  
- **Third Paragraph**  
*This paragraph reinforces your gratitude and can state any future opportunities or contact you may want to keep with the mentor.*

# Thank You Letter to Mentor: “Yes” Assessment

Date Received \_\_\_\_\_

Date Returned \_\_\_\_\_

Date Assessed \_\_\_\_\_

Seminar Leader \_\_\_\_\_

Senior, \_\_\_\_\_,

Yes      No

1. submitted letter on or before due date

## Letter Format: Business Letter – Block Style

2. uses 12-point Times New Roman font

3. has statements within paragraphs single-spaced and paragraphs double-spaced

4. has all lines at left margin with correct default settings

5. includes all six sections: date, sender’s address, inside address, salutation, body, and closing

6. applies rules of grammar, usage and mechanics

## Letter Content

### *First Paragraph*

7. states the “thank you” to mentor

### *Second Paragraph*

8. explains an experience or experiences that are memorable to him/her

### *Third Paragraph*

9. reinforces gratitude

10. uses a sincere and professional tone

## Requirements needed to attain “yes” status:

Senior Seminar Signature Approval \_\_\_\_\_

Date



# Interview

In addition to working with your mentor, the interview portion of the senior project gives you the opportunity to acquire first-hand, factual information from an expert in your field of interest. The interview is a required component in Section III – Research and Application, of the I-Search paper. The questions you formulate before your interview must be well thought out and articulated in a professional manner.

## Interview Guidelines

- **Call the person you are interviewing.**
- **Introduce yourself and state the purpose of the interview.**
- **Set a date for the interview.**
- **Formulate questions in advance.**
- **Dress appropriately.**
- **Go prepared with pen and pad.**
- **Consider recording\* interview**

**The interview must be completed before the second draft of your research paper.** Examples of how to incorporate your interview into your paper will be given to you during senior seminar.

You must send a thank you letter to the person you interviewed; make sure you have the correct spelling of the person's name and the correct address. Use the block style letter format and the guidelines used for *thank you letter to your mentor*. Make a signed copy of your thank you letter for your portfolio.

- **First Paragraph**  
*This paragraph states the “thank you” for interview.*
- **Second Paragraph**  
*This paragraph explains what information you used from interview to support research.*
- **This Paragraph**  
*This paragraph reinforces gratitude.*

\*You **must** get permission to record any type of conversation **before** you start interview.

# Thank You Letter for Interview: “Yes” Assessment

Date Received \_\_\_\_\_ Date Returned \_\_\_\_\_  
Date Assessed \_\_\_\_\_

Seminar Leader \_\_\_\_\_

Senior, \_\_\_\_\_,

Yes No

1. submitted letter on or before due date

## Letter Format: Business Letter – Block Style

2. uses 12-point Times New Roman font

3. has statements within paragraphs single-spaced and paragraphs double-spaced

4. has all lines at left margin with correct default settings

5. includes all six sections: date, sender’s address, inside address, salutation, body, and closing

6. applies rules of grammar, usage, and mechanics

## Letter Content

### *First Paragraph*

7. states the “thank you” for interview

### *Second Paragraph*

8. explains what information from interview supported research

### *Third Paragraph*

9. reinforces gratitude

10. uses a sincere and professional tone

## Requirements needed to attain “yes” status:

Senior Seminar Signature Approval \_\_\_\_\_

Date

# I-Search Paper Requirements

The I-Search paper combines your ideas and knowledge about your topic with what you want to find out, your search, and what you learned. This style of research paper writing is not the conventional “term paper.” The I-Search paper process allows you to express yourself to others through writing that is genuine and meaningful to you.

## **I-Search Paper Writing Format** (Examples will be given during senior seminar.)

*The I-Search Paper is written in the first-person narrative format.*

### ▪ **Part 1 – Prior Knowledge**

*In this section of the paper you introduce your topic of research and explain your ideas and what you know (or think you know) about your topic.*

### ▪ **Part 2 –Essential Questions**

*In this section you explain what it is that you want to know or find out (or research) about your topic. This is where you ask your **essential question(s)**.*

### ▪ **Part 3 – Research and Application**

*In this section you describe your research (using proper citations). What evidence did you uncover or discover? How do you support your findings? (Your interview is part of this section.)*

### ▪ **Part 4 – Critical Analysis**

*In this section you combine your ideas and prior knowledge, with the evidence you uncovered. What conclusions did you reach? Do you have the same ideas or interests? What **did** you learn?*

### ▪ **Part 5 – Works Cited – MLA hybrid Format**

*This section is a list of all the exact works (sources) you used in your paper. This list must be complete and accurate to avoid plagiarism.*

**Note: MLA Hybrid Format must be used for all “in text” documentation.**

### ▪ **You must use *at least* five sources:**

- at least one primary source (mentor, interview)
- four other sources which may include books, magazines, manuals, newspapers, websites

## **I - Search Paper Format Guidelines**

- **5 – 8 pages typed, a minimum of 3 pages of research PLUS your interview**
- **Block Style**
- **Times New Roman 12-point Font**
- **Use Margin Default Settings**

Name  
Senior Seminar  
Date  
(4 spaces down)

**Title**  
(centered, 14 point font, bold)

(double space)

**Prior Knowledge – (12 font)**

*No title page. Part I begins on first page.*

(double space after title)  
(single space document)

**Essential Questions (12 font)**

(double space)  
(single space document)

**Research and Applications (12 font)**

(double space)  
(single space document)  
**Critical Analysis (12 font)**

(double space)  
(single space document)

**Works Cited**

(centered on separate page)

Page Number

Name \_\_\_\_\_ Date \_\_\_\_\_

**I-Search Paper Draft: “Yes” Assessment**

<b>First Draft</b>	<b>Yes</b>	<b>No</b>	<b>Second Draft</b>	<b>Yes</b>	<b>No</b>
<b>Date Received</b>			<b>Date Received</b>		
<b>Met Due Date</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Met Due Date</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Date Assessed</b>			<b>Date Assessed</b>		
<b>Date Returned</b>			<b>Date Returned</b>		
<b>Typing Format</b>			<b>Typing Format</b>		
1. 5 – 8 Pages in length single spaced	<input type="checkbox"/>	<input type="checkbox"/>	1. 5 – 8 pages in length single spaced	<input type="checkbox"/>	<input type="checkbox"/>
2. Block Style	<input type="checkbox"/>	<input type="checkbox"/>	2. Block Style	<input type="checkbox"/>	<input type="checkbox"/>
3. Times New Roman 12-point font	<input type="checkbox"/>	<input type="checkbox"/>	3. Times New Roman 12-point font	<input type="checkbox"/>	<input type="checkbox"/>
4. margin default settings	<input type="checkbox"/>	<input type="checkbox"/>	4. margin default settings	<input type="checkbox"/>	<input type="checkbox"/>
5. page number on right bottom	<input type="checkbox"/>	<input type="checkbox"/>	5. page number on right bottom	<input type="checkbox"/>	<input type="checkbox"/>
<b>Development, Organization, Resources</b>			<b>Development, Organization, Resources</b>		
<b>Section 1 – Prior Knowledge</b>			<b>Section 1 – Prior Knowledge</b>		
6. introduces topic	<input type="checkbox"/>	<input type="checkbox"/>	6. introduces topic	<input type="checkbox"/>	<input type="checkbox"/>
7. addresses knowledge and ideas on topic	<input type="checkbox"/>	<input type="checkbox"/>	7. addresses knowledge and ideas on topic	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 2 – Essential Questions</b>			<b>Section 2 – Essential Questions</b>		
8. identifies additional information wanted	<input type="checkbox"/>	<input type="checkbox"/>	8. identifies additional information wanted	<input type="checkbox"/>	<input type="checkbox"/>
9. justifies why it is essential to find out more	<input type="checkbox"/>	<input type="checkbox"/>	9. justifies why it is essential to find out more	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 3 – Research and Application</b>			<b>Section 3 – Research and Application</b>		
10. describes the search process	<input type="checkbox"/>	<input type="checkbox"/>	10. describes the search process	<input type="checkbox"/>	<input type="checkbox"/>
11. provides evidence discovered	<input type="checkbox"/>	<input type="checkbox"/>	11. provides evidence discovered	<input type="checkbox"/>	<input type="checkbox"/>
12. supports findings	<input type="checkbox"/>	<input type="checkbox"/>	12. supports findings	<input type="checkbox"/>	<input type="checkbox"/>
13. includes interview*	<input type="checkbox"/>	<input type="checkbox"/>	13. includes interview	<input type="checkbox"/>	<input type="checkbox"/>
14. connects prior knowledge and ideas with supporting evidence	<input type="checkbox"/>	<input type="checkbox"/>	14. connects prior knowledge and ideas with supporting evidence	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 4 – Critical Analysis</b>			<b>Section 4 – Critical Analysis</b>		
15. formulates conclusions	<input type="checkbox"/>	<input type="checkbox"/>	15. formulates conclusions	<input type="checkbox"/>	<input type="checkbox"/>
16. expresses opinion about previous ideas and relates to acquired knowledge	<input type="checkbox"/>	<input type="checkbox"/>	16. expresses opinion about previous ideas and relates to acquired knowledge	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 5 – Works Cited</b>			<b>Section 5 – Works Cited</b>		
17. follows hybrid MLA format	<input type="checkbox"/>	<input type="checkbox"/>	17. follows hybrid MLA format	<input type="checkbox"/>	<input type="checkbox"/>
18. has at least one primary source (interview)	<input type="checkbox"/>	<input type="checkbox"/>	18. has at least one primary source (interview)	<input type="checkbox"/>	<input type="checkbox"/>
19. has at least 4 other sources	<input type="checkbox"/>	<input type="checkbox"/>	19. has at least 4 other sources	<input type="checkbox"/>	<input type="checkbox"/>
20. <b>Uses appropriate and reputable sources</b>	<input type="checkbox"/>	<input type="checkbox"/>	20. <b>Uses appropriate and reputable sources</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing Conventions</b>			<b>Writing Conventions</b>		
21. <b>Age appropriate use of elements below that may require minor editing</b>	<input type="checkbox"/>	<input type="checkbox"/>	21. <b>Age appropriate use of elements below that may require minor editing</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Standard usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Standard usage	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Correct capitalization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct capitalization	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Punctuation	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Spelling	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Paragraph breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Paragraph breaks	<input type="checkbox"/>	<input type="checkbox"/>
<b>22. Language</b>			<b>22. Language</b>		
<input type="checkbox"/> Words and expressions that are often clear and precise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Words and expressions that are often clear and precise	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Some variation in sentence length and structure to enhance meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Some variation in sentence length and structure to enhance meaning	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Generally logical, clear sentences that build upon each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Generally logical, clear sentences that build upon each other	<input type="checkbox"/>	<input type="checkbox"/>

# I – SEARCH PAPER RUBRIC

Senior:	CCSR	ALS	Learner Outcome	DOK
	GSE	Elc	1.03	W2
	W-12-6.1 W-12-8.1	E2a	2.01	W3
	W-12-6.2 W-12-8.2	E2d	3.01	W4
	W-12-6.5 W-12-8.4	E2e	3.03	
	W-12-7.1 W-12-10	E2f	5.01	
	W-12-7.2 W-12-11.2			
	W-12-7.3 W-12-14.3			
	W-12-7.5			

	Yes	Standard	No
<b>Ideas and Development</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Paper includes <ul style="list-style-type: none"> <li>• Clearly stated topic</li> <li>• Good control and development ideas and content</li> <li>• Details that address prior knowledge and essential questions</li> <li>• Learning stretch that is clearly explained</li> <li>• Accurate, relevant, developed details supported by research</li> <li>• Evidence of personal growth/performance assessment in critical analysis</li> <li>• Purposeful ideas and evidence that satisfactorily support the topic</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Organization</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Paper includes: <ul style="list-style-type: none"> <li>• Defined sections (I-IV) that are a clear organization of ideas and details</li> <li>• A clear opening that leads the reader to the intent of the paper</li> <li>• Transitions that work well, when needed</li> <li>• An order of ideas/evidence that allows the consistent flow of ideas</li> <li>• A conclusion/analysis that reinforces unity and that includes the significance of what was learned</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Resources</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Paper: <ul style="list-style-type: none"> <li>• Follows MLA hybrid, using properly cited and formatted sources in both text and on work cited page</li> <li>• Includes at least the minimum amount of required sources</li> <li>• Uses appropriate and reputable sources</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Writing Conventions</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Paper includes: <ul style="list-style-type: none"> <li>• Age appropriate use of elements below that may require minor editing</li> <li>• Standard usage</li> <li>• Correct capitalization, punctuation, and spelling</li> <li>• Paragraph breaks</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Structures of Language</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Paper includes: <ul style="list-style-type: none"> <li>• Words and expressions that are often clear and precise</li> <li>• Some variation in sentence length and structure to enhance meaning</li> <li>• Generally logical, clear sentences that build upon each other</li> <li>• A format and text structure appropriate to purpose, audience, and content</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Senior Seminar Leader Approved \_\_\_\_\_

# Portfolio Requirements

The portfolio is not just a collection of the written components of your senior project, but the telling of the journey from the beginning of your project to the self-evaluation at completion of the project. The portfolio is the written communication of where you started to where you ended. Your portfolio represents YOU! Before you give your oral presentation, the portfolio must be completed and approved by the Senior Project Coordinator and Seminar Leaders.

On the day of your oral presentation, a panel of judges will review your portfolio before you give your presentation. This gives the judges an introduction to the topic you chose and allows them the opportunity to read your paper and look through your fieldwork experience with your mentor. In order for the judges to get a better understanding of your senior project, you must write a **letter of introduction to the judges**.

## Guidelines for Letter of Introduction

- Use **Business formal-block style format that you used for all your letters.**
- **The body of letter should summarize and give information to judges that you want them to know about you and your senior project experience and thank them for volunteering their time.**
- **The tone of letter should be sincere and professional.**
- **Your letter should be at least three paragraphs.**

To meet the requirements of the portfolio component **all entries** must be submitted and approved according to project calendar. The requirements listed on the following page must follow the exact sequence. Remember only approved entries can be put in your portfolio.

## Portfolio Components

- **A Cover Page**  
*This page is designed by you and must show a connection to your senior project.*
- **A Table of Contents**  
*A formal list of the contents of your portfolio.*
- **Letter of Introduction to Judges**  
*A letter written by you to introduce and summarize your senior project experience.*
- **Proposal Letter**  
*Your letter stating your topic, fieldwork, and learning stretch.*
- **Mentor Confirmation/Requirements Form**  
*This form states the role and responsibilities of the mentor and signifies that the mentor agrees to all requirements.*
- **Mentor Information/Parental Approval Form**  
*This form is signed by both mentor and parent/guardian to allow the senior to participate in fieldwork.*
- **Verification of Fieldwork Log from Mentor**  
*This form verifies total of fieldwork hours given to senior project.*
- **Thank You Letter to Mentor**  
*This letter expresses the gratitude you have for your mentor.*
- **Letter of Recommendation from Mentor/Evaluation Form**  
*This recommendation reaffirms what you have learned and accomplished during your fieldwork experience.*
- **Thank You Letter for Your Interview**  
*This letter is the “thank you” for the interview.*
- **I – Search Paper**  
*This paper connects your topic, research, fieldwork, and learning stretch.*
- **Product Evidence**  
*This evidence is documentation of your process and product.*

### Self-Evaluation

\*Your self-evaluation is the final piece of your senior project. It is the summary of your journal entries and thoughts about your final product. **\*The Self-Evaluation is written after your oral presentation and completes the requirements of your portfolio.**



# Portfolio Approval Components Checklist

This checklist confirms that all components (excluding self-evaluation) can be placed in your portfolio. Components are listed in order with date of approval. The senior project coordinator and two senior seminar leaders review your portfolio to verify that portfolio requirements are met.

Component	Approval Date
<input type="checkbox"/> Cover	
<input type="checkbox"/> Table of Contents	
<input type="checkbox"/> Letter of Introduction to Judges	
<input type="checkbox"/> Proposal Letter	
<input type="checkbox"/> Mentor Confirmation/Requirements Form	
<input type="checkbox"/> Mentor Information/Parental Approval Form	
<input type="checkbox"/> Verification of Fieldwork Log from Mentor	
<input type="checkbox"/> Thank You Letter to Mentor	
<input type="checkbox"/> Evaluation from Mentor	
<input type="checkbox"/> I – Search Paper	
<input type="checkbox"/> Product Evidence	
<input type="checkbox"/> Content Alignment	

**Portfolio is ready for reading by judges.**

**Yes**

**No**

**Requirements needed to attain “yes” status:**

Seminar Leader Signature \_\_\_\_\_ Date \_\_\_\_\_

# Oral Presentation

The oral presentation is the culminating event of your senior project. Your presentation is the connection of your **learning stretch**, research, fieldwork, and reflection of your project. This is your opportunity to share what you have learned with a group of people who are interested in what you tell them. Practice presentations begin in April.

A panel of judges will assess your presentation using the Oral Presentation Score Sheet. When you have completed your presentation, the judges are allowed a 5-minute question and answer session. Expect panel members to ask questions and make comments about your project. Practice oral presentations will be held during Senior Seminar. During the practice presentations, other seniors will judge your presentation using the oral presentation rubric.

Your presentation must include the “final product” from your project. The “final product” is what you made, produced, or did during your fieldwork. You must show or demonstrate your product. For example, if you wrote a song, give copies to the judges and play or sing a portion of it. If you ran a road race, bring in pictures, props, or a short video to show the judges.

You are encouraged to use technology to enhance your presentation. If your presentation requires the use of technological devices, you must complete a **Request for Technology/Equipment Form** at least four weeks before oral presentations begin. Remember though, you must still give your oral presentation when scheduled; so have a back-up plan just in case a technological problem develops.

## Presentation Protocols

- **The presentation must be 8 – 12 minutes in length.**
- **A 5-minute question and answer session with the panel follows presentation.**
- **Note cards or other memory devices are allowed.**
- **A final product must be presented using audio or visual materials to enhance your presentation.**
- **Appropriate dress is required.**

# Oral Presentation Rubric

**Senior**  
**Date of Presentation**

- Meets Proficiency**  
**Score** \_\_\_\_\_  
 **Revision needed before next presentation**

Category	Yes	Meets Standard	No
<b>Language Use and Delivery</b>	The Senior: <input type="checkbox"/> establishes rapport with audience through frequent eye contact <input type="checkbox"/> speaks clearly and uses a tone appropriate to audience, adjusting pace and volume effectively with varied inflection <input type="checkbox"/> <b>uses appropriate vocabulary and correct pronunciation with few errors in standard English</b> <input type="checkbox"/> has good posture, gestures, movements <input type="checkbox"/> dresses appropriately for topic presented		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Organization And Preparation</b>	The Senior: <input type="checkbox"/> <b>introduces and maintains focus on topic</b> <input type="checkbox"/> uses transitions between main ideas that are easy to follow <input type="checkbox"/> <b>expresses conclusion that addresses what was learned</b> <input type="checkbox"/> uses note cards or other memory aides (if needed) to maintain flow of presentation <input type="checkbox"/> presents within allotted time		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Content</b>	The Senior: <input type="checkbox"/> <b>clearly defines and connects prior ideas and knowledge with acquired knowledge</b> <input type="checkbox"/> supports acquired knowledge with relevant evidence of research using varied sources <input type="checkbox"/> <b>communicates the <i>learning stretch</i> of the chosen topic to audience</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Media Use</b>	The Senior: <input type="checkbox"/> <b>integrates good quality audio and/or visual materials to explain or enhance the presentation</b>		<input type="checkbox"/>
<b>Interaction With Audience</b>	The Senior: <input type="checkbox"/> <b>demonstrates knowledge of the topic by responding to questions and feedback confidently and appropriately</b>		<input type="checkbox"/>

Reviewer Signature \_\_\_\_\_

Comments to Senior:

## Oral Presentation Score Sheet

This score sheet is used in conjunction with the Oral Presentation Rubric to determine if the senior meets standard in each category. Indicators in **bold type and underlined** must each have a score of **three** or **five** in the same presentation in order for presentation to meet proficiency and a minimum 40 points. Presentations must be between 8-12 minutes in length to be proficient.

<b>Yes</b>		<b>No</b>	
<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>
Superior Excellent demonstration of indicator throughout presentation	Satisfactory Demonstrates indicator during most of presentation	Poor Occasionally demonstrates indicator during presentation	No Evidence Never demonstrates indicator during presentation

<b>Language Use and Delivery</b>		<b>Organization and Preparation</b>	
The Senior: ♦ establishes rapport with audience through frequent eye contact _____ ♦ speaks clearly and uses a tone appropriate to audience, adjusting pace and volume effectively with varied inflection _____ ♦ <b><u>uses appropriate vocabulary and correct pronunciation with few errors in standard English</u></b> _____ ♦ had good posture, gestures, movements _____ ♦ dresses appropriately for topic presented _____		The Senior: ♦ <b><u>introduces and maintains focus on topic</u></b> _____ ♦ uses transitions between main ideas that are easy to follow _____ ♦ <b><u>expresses conclusion that addresses what was learned</u></b> _____ ♦ maintains flow of presentation _____	
<b>Content</b>		<b>Media Use</b>	<b>Interaction With Audience</b>
The Senior: ♦ <b><u>clearly defines and connects prior ideas and knowledge with acquired knowledge</u></b> _____ ♦ supports acquired knowledge with relevant evidence of research using varied sources _____ ♦ <b><u>communicates the learning stretch of the chosen topic to audience</u></b> _____		The Senior: ♦ <b><u>integrates good quality audio and/or visual materials or demonstrates skills to enhance presentation</u></b> _____ ♦ <b><u>demonstrates knowledge of the topic by responding to questions and feedback confidently and appropriately</u></b> _____	
<b>Comments</b>			<b>Score</b>

**Request for Technology/Equipment Form**

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

**Senior** \_\_\_\_\_

**Seminar Leader** \_\_\_\_\_

**Technology Devices Needed for Oral Presentation:**

**Equipment Needed for Oral Presentation:**

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

**Room Number** \_\_\_\_\_

**Technology Available**                    **Yes**

**No**

**Tech. Rep. Signature** \_\_\_\_\_

## Appeal Protocols

Sometimes there are extenuating circumstances that arise which make it impossible for you to comply with the due date of one of the components. If this happens, you can file for an appeal. The senior project coordinator and senior seminar leaders make the decision on your appeal. To make an appeal you must complete an **appeals form** and submit the form to the senior project coordinator within a five-day period before the due date. The decision of the appeal is made within five days.

If you do not agree with a “Yes Assessment” or rubric assessment rating, you must make an appeal in writing to the senior project coordinator within five school days of “Date Returned” on assessment or rubric. Write your appeal using the **Business Letter – Block Style** format. State the specific assessment or rubric, the item(s) of concern, and your suggestions(s) to resolve any discrepancies. A meeting will be held within five school days with you, your seminar leader, and the senior project coordinator.

If you do not agree with a decision, you can petition the Board of Appeals within five school days. You and your parent(s)/guardian must be present at an appeal hearing. The Board of Appeals members include the high school principal and assistant principal, the senior project coordinator, your seminar leader, and one other faculty member.

## Cheating/Plagiarism Policy

The cheating/plagiarism policy for Scituate High School as stated in *The Scituate High School Student Handbook* reads: “A grade of zero will be given for the **assignment** with no opportunity for makeup.” The Senior Project **is not an assignment**; it is a component of the Proficiency Based Graduation Requirements of the Scituate School Department. Therefore, it is imperative that senior project proficiency be reached.

If the senior project coordinator and your senior seminar leader agree that cheating/plagiarism may have occurred, the Board of Appeals is notified immediately. You and your parent(s)/guardian must appear at a board hearing within five school days. If the board determines that cheating/plagiarism has taken place, you must choose a different topic for your senior project, complete all requirements, and meet proficiency.

**Senior Project Appeals Form (Date Extension)**

I, \_\_\_\_\_,  
(print your name here)

petition the senior project coordinator and my senior seminar leader to extend the due date of \_\_\_\_\_ for the senior project component, \_\_\_\_\_.

My reason(s) for the date extension (please write neatly):

I request a due date of \_\_\_\_\_.

Sincerely,

*Your Signature*

---

Your petition for due date \_\_\_\_\_ is accepted.

is not accepted.

Reason(s) for non-acceptance:

Senior Seminar Leader Signature \_\_\_\_\_

Senior Project Coordinator Signature \_\_\_\_\_

Date \_\_\_\_\_

## RESOURCES

### **MLA Format**

*The Modern Language Association (MLA) style requires the writer to document the sources used in a research paper following a specific format. All the sources you use must be “cited” throughout your I – Search paper. The “Works Cited” page is the list of all sources you cite in your I – Search paper. The MLA style for research paper writing is the format you use in your English class. The MLA Handbook for Writers of Research Papers, Sixth Edition is available for your use upon request. A handout detailing the proper formatting requirements is given to you during Senior Seminar. The samples listed here are for the works cited page and are taken from the Chabot College Library Web Site. This web site is also an excellent resource for proper formatting of sources for both the works and cited page and sources cited in a research paper.*

### **MLA Format Samples for the Works Cited Page**

*All samples are from “<<http://www.chabotcollege.edu/Library/onlineref/cited.html>>.”*

### **Books**

#### **One Author**

Kitto, H. D. F. Form and Meaning in Drama. New York:Barnes, 1956.

#### **Two or Three Authors, Edition**

McAnany, Emile G., and Robert Williams. The Filmviewer’s Handbook. 3<sup>rd</sup> ed.

Glen Rock: Paulist, 1965

### **Periodicals**

Marwick, Charles. “Genetically Modified Crops Feed Ongoing Controversy.”

Journal of the American Medical Association 282 (2000): 188 – 191.

### **Magazine, Monthly**

Paul, Annie Murphy. “Do Parents Really Matter?” Psychology Today. Jan. – Feb. 1998: 46 – 51

### **Newspaper, No Author**

“New Day for Mono Lake.” Los Angeles Times 28 Mar. 1998: B7.

### **Newspaper, With Author, Edition**

Goldberg, Carey. “Single Dads Wage Revolution One Bedtime Story at a Time.”

New York Times 17 June 2001, late ed., sec. 1:1



## **Nonprint (Audio Visual) Materials**

### **Audio**

Franck, Cesar. Symphony in D Minor. Audiocassette. Conductor Leonard Bernstein,

New York Philharmonic. Columbia, ML – 5391, 1959.

### **Videocassette**

Like Water for Chocolate [Como agua para chocolate]. Screenplay by Laura Esquivel.

Dir. Alfonso Arau. Perf. Lumio Cavazos, Marco Lombardi, and Regina Torne.

Videocassette. Miramax, 1993. Touchstone Home Video, 1994.

### **Web Site Citations**

Oakley, John H. "The Achilles Painter." The Perseus Project. Ed. Gregory Crane.

March 2000. Tufts University. 14 May 2000.

<[http://www.perseus.tufts.edu/Secondary/Painter\\_Essays/Achilles\\_toc.html](http://www.perseus.tufts.edu/Secondary/Painter_Essays/Achilles_toc.html)>.

Thomas: Legislative Information on the Internet. 16 Aug. 2001. Library of Congress,

Washington. 21 Aug. 2001 <http://thomas.loc.gov/>.

### **Personal Interview**

Cota, Susan A. Chancellor, Chabot – Las Positas Community College District. Personal

Interview. 31 Oct. 2000.