

Expect to Learn

Delaware Area Career Center

Senior Project

2007-2008

**Senior Project
Timeline 2007-2008**

Topic	Person in Charge	Due Date
Kick Off	Lori Orahood	August 31
Authorization and Release to Participate in Senior Project	Lab Instructor	September 7
Proposal Due	Lab Instructor	September 12
Letter of Intent Due	Lab Instructor	September 12
Proposal Due to Review Board	Lori Orahood Review Board	September 14
Presentation on thesis, note taking, research, outline	Lori Orahood and English Instructor	Week of September 17
Thesis Statement Due	Lab Instructor	September 21
Mentor/Product Presentation	Lori Orahood	Week of October 1
Research Paper Outline Due	Lab Instructor	October 5
Reflections Due for 1st Quarter	Lab Instructor	October 18
Presentation on Formatting	Lori Orahood and English Instructor	Week of October 8
Mentor Agreement Due	Lab Instructor	November 2
Mentor Letter Due	Lab Instructor	November 2
First Rough Draft Due to Instructor	Lab Instructor	November 9
Papers Returned to Students for Content Revision	Lab Instructor	November 26
Second Rough Draft Due to Outside Grader	Outside Grader	December 3
Outside Grader Returns Papers to Students	Outside Grader	December 10
Product Proposal Due	Lab Instructor	December 7
How to Make a Presentation	Lori Orahood	Week of December 10
Final Paper Due	Lab Instructor	December 18
Research Presentation	Lori Orahood and Lab Instructor	January 8 - 11
Final Paper Returned to Student	Outside Grader	January 22
Reflections Due for 2nd Quarter	Lab Instructor	January 14
Progress Rubric	Lab Instructor	February 5
Reflections Due – 3rd Quarter	Lab Instructor	March 4
Product Due	Lab Instructor	March 17
Portfolio Due	Lab Instructor	April 2
Final Presentation	Lori Orahood/Lab Instructor/Judges	April 3, 4, 7, 8, 9
Reflections Due – 4th Quarter	Lab Instructor	TBD by Lab Instructor
Self-Evaluation Paper	Lab Instructor	May 21
All components are due on the above listed due dates unless other arrangements have been made.		
* Red indicates an assignment due to instructor		

Senior Project Calendar 2007-2008

August

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

- 22 Classes Begin
- 31 Senior Project Kickoff

September

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

September

- 3 Labor Day – Building Closed
- 7 Authorization and Release to Participate Due
- 12 Proposal and Letter of Intent Due
- 14 Proposal Due to Review Board
- 17 Presentation on Thesis, Note Taking, Research, Outline
- 20 Jug Day – No Classes
- 21 Thesis Statement Due

October

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October

- 1 Mentor/Product Presentation
- 5 Research Paper Outline Due
- 8 Presentation on Formatting
- 18 Reflections Due for First Quarter
- 19 COTA DAY – Inservice, No Classes
- 26 End of 1st Nine Weeks

November

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

November

- 2 Mentor Agreement and Mentor Letter Due
- 9 First Rough Draft of Research Paper Due
- 16 AM Inservice, No Classes
- 21-23 Thanksgiving Break – No Classes
- 26 Research Papers Returned to Students for Content Revisions

December

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
	31					

December

- 3 Second Rough Draft Due to Outside Grader
- 7 Product Proposal Due
- 10 How to Make a Presentation
- 10 Outside Grader Returns Papers to Students
- 18 Final Research Paper Due
- 20 Winter Break

NOTE: Calendar is subject to revision.

January

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

March

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 3	24 31	25	26	27	28	29

April

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January

- 8 – 11 Research Presentations
- 14 Reflections Due for Second Quarter
- 18 End of 2nd Nine Weeks
- 21 Martin Luther King Day – Building Closed
- 22 Final Paper Returned to Student

February

- 1 AM Inservice – No Classes
- 5 Progress Rubric Due to Instructor (Go over with students the following week)
- 18 President's Day – No Classes

March

- 4 Reflections Due for Third Quarter
- 17 Product Due
- 20 End of 3rd Nine Weeks
- 21 Building Closed
- 21-28 Spring Break

April

- 2 Portfolio Due
- 3-9 Final Presentations
- ? Reflections Due for Fourth Quarter (Date determined by instructor)

May

- 21 Self-Evaluation Paper Due
- 26 Memorial Day – Building Closed

DUE
9/7/07

Authorization and Release To Participate in Senior Project

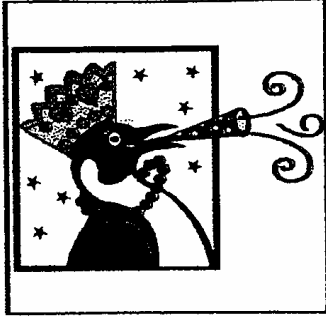
I am the parent or legal guardian of _____ - who is a Senior at the Delaware Area Career Center. I understand that as part of the senior curriculum _____ will complete a Senior Project. I understand as part of the Project my student will schedule and travel to appointments and work with individuals and entities that are not employed by the Delaware Area Career Center. I further understand that _____ may travel to property not owned by Delaware Area Career Center for the purpose of attending appointments and/or activities and therefore will not be under the immediate supervision of an employee of the Delaware Area Career Center.

I have read the materials about the Senior Project and understand its purpose and benefits to my student. In accordance with my understanding, I authorize son/daughter _____ to participate in the Senior Project. I understand that the Senior Project is a significant factor in my son's/daughter's final grade.

If a student chooses not to complete the project, he/she will be unable to participate in the Delaware Area Career Center Completion Ceremony.

Signature of Parent/Guardian _____

Date: _____



Project Overview:

1. **Deciding on a project to do.**
2. **Committing to a decision: project title/letter of intent.**
3. **Researching the project area. (Result = a 5-7 page synthesis paper.)**
4. **Deciding on a mentor/doing a mentor interview.**
5. **Completing the project, and in the process –**
6. **Compiling a portfolio documenting the project's progress.**
7. **Presenting the project results to a “panel of judges”.**

Senior Project Components



1. RESEARCH PAPER

PHASE 1: INFORMATION LITERACY AND THE ACQUISITION OF KNOWLEDGE

Researching, comprehending, sorting, selecting, validating, evaluating, writing, interviewing, synthesizing.

Work related skills: time management, organization, attention to detail, self discipline, persistence, problem solving.

2. PROJECT (PRODUCT)

PHASE 2: APPLICATION OF KNOWLEDGE – THE LEARNING STRETCH

Projects encompass the reflective, emotional, physical and intellectual aspects of learning.

Work related skills: design, patience, responsibility, task and cost analysis, attention to details, enthusiasm, time management, plan, problem solving, self directed independence, task completion.

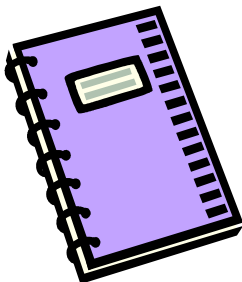


3. PORTFOLIOS and PRESENTATIONS

PHASE 3: SYNTHESIZING OF THE PAPER, THE PROJECT, AND THE SELF GROWTH JOURNEY

Communication skills related to fluency, flow, knowledge depth, active listening, explaining, defending, demonstrating, comprehending.

Work related skills: presentation, self discipline, self directed, competency, responsibility, enthusiasm, risk taking, pride, oral dissemination, application, metacognition, completion of a complex task.



Choosing Your Senior Project

Your Senior Project is your opportunity to investigate a topic of your choice.

1. Your topic should be about something that you should be interested in learning more about in your career area. The key principle behind selecting your topic is to choose a topic you are interested in and to stretch your current knowledge about it. You can't already be an expert in the topic area.
2. Your topic needs to be both challenging academically and demonstrate creativity.
3. The capstone project needs to benefit someone or something (not just yourself). Community service needs should be considered.
4. You should avoid choosing a topic that involves costly purchases or a project that could be dangerous to yourself or others.

When choosing a topic, however, you need to refrain from choosing a topic that you think will be "easy". Many Seniors in reflecting on their topic choices and when seeing the topics of other students during the Senior project presentations, regretted that they chose the "easy" way out, instead of pursuing something challenging and enjoyable. This is why it is so important for you to choose a topic for which you are passionate.

As you are choosing your topic, also keep in mind that you are not just creating a hands on project/product about that topic. You also have to have a research paper that relates to that topic.

A project must include ***a minimum of 15 hours*** outside of school. This excludes the research portion of the Senior paper, but it would include anything leading up to the completion of the project. In addition, while completing the 15 hours, you must keep an accurate and detailed journal, which records your on-going progress from start to finish.

Senior Project Grading

Grading the Senior Project

The senior project will be 15% of your grade each of the first three quarters. It will also be a majority of your 4th quarter grade and will be part of your semester exam and final exam. You can see that this is very, very important.

Progress

There are a variety of checkpoints along the way. You will prove your progress through your evidence, conference records and reflective journals. Evidence of progress must be submitted on a bi-weekly basis. It may include: rough drafts of packets, sketches/drawings of final displays, interview notes, portions of videos, lesson plan drafts, sections of PowerPoint presentations, affirmation of volunteer work, etc. Together the student and teacher will fill out the conference records. You must keep a reflective journal while working on your project.

Product(s) services and display(s):

Your final product and/or service will be evaluated based on how well it meets the description of your plan; the quality and originality of your work: how well it demonstrates knowledge/skills related to your field; and how well it meets the criteria of benefiting the community. Your display should include the title of your project; your purpose or aim; an overview of your process; photos/graphic displays of your final product; important information and conclusions, etc. Of course, your display should be attention catching, visually pleasing and professionally neat. A multi-media presentation or web page could serve as your visual.

Presentation

You will give two formal 20 minute presentations of your Senior Project. The first will be at the end of the first semester and this will be a presentation of your research only. The second will be at the end of the school year and provide an overview of your research, the work you did, your product/service, and a reflection of what you accomplished and learned. In order to receive a high grade for the presentation, you must demonstrate effective oral communication skills; include effective project displays or multi media products; demonstrate accurate knowledge of major concepts related to your project; and provide an insightful self-assessment which includes a realistic evaluation of your successes and failures.

DUE
9/12/07

Senior Project Proposal

Your proposal should be limited to a page and should include the following information in a similar format:

Senior Project Proposal By Student Name

Format:

One page typed double-spaced, paragraphs.

Achievement plan:

What are the main products or service of your project? What is your time frame?

Who will benefit:

Who will benefit from your services or product? Be specific - # of people involved, etc.

How is the project related to your lab or your career interests?

What is the connection between your project and our class.

What knowledge and skills will the project demonstrate?

Explain what skills you will need to use and what you will need to research. What do you expect to learn from doing this project? If you do not already have these skills, how will you acquire them?

Develop a timeline:

Look at the due dates for the project and develop a timeline for your project. (Attach a copy)

Signature of Parent/Guardian:

You must have your parent/guardian sign your proposal.

Senior Project Proposal

Rubric

Proof of Authenticity/Validation of Topic

Criteria:	Points Earned:	Possible Points:
Shows connection with curriculum		20
Is realistic to real world		15
Aligns with classroom competencies		15
Punctuation, capitalization, and spelling		25
Total		75

Senior Project Proposal Sample

Student Name

The project I am proposing for the senior project program is entitled “The Use of Non-Lethal Weapons in Law Enforcement”. The main reason behind this topic is to investigate how law enforcement agencies have adapted "non-lethal" technology into their programs. My time frame is to meet all deadlines preset by the project committee.

I chose this topic to further my interest in law enforcement, as well as to develop a better understanding of the growing use of “non-lethal” technology. This project will require my time, sense of waiting, and adaptability to complete all required activities.

My project will benefit a number of different people. It will benefit my interest, the interest of those I work with, and may pique the interest in others to investigate this topic themselves.

As the final product for this project, I will create a survey depicting the use and varieties of less than lethal weapons, distribute these surveys to local, state, and federal agencies. I will then use the compiled data along with any information gathered during my investigations to create different forms of presentations that can be used to educate the public on less lethal force.

This as I stated above is the topic I have chosen for my senior project because it is something I am interested in learning more about.

Letter of Intent

Use proper letter format, addressed to your instructor.

Your letter should include the following components:

- ✓ What have you decided to do in your senior project and why? Is it connected to your lab?
In what ways?
- ✓ What primary and/or secondary research do you plan to do as the research component?
What kinds of sources and resources will you use?
- ✓ What outside agency will you work with? Who will benefit?
- ✓ What product or services will be involved?
- ✓ How will you demonstrate that your project “makes a difference” in the school or community?
- ✓ Include this mandatory state on plagiarism:
I understand the consequences of plagiarism and will avoid even the appearance of any violation. Any plagiarism will result in disciplinary action.
(If you copy this statement verbatim, be sure to use quotation marks.)
- ✓ Use a formal closing and signature.

DUE
9/12/07

Sample Letter of Intent Format for Senior Project at Delaware Area Career Center – South Campus

Your Street Address
City, State Zip
Date

(Instructor)
Delaware Area Career Center – South Campus
4565 Columbus Pike
Delaware, OH 43015

Dear (Instructor):

Paragraph 1

Describe the general area of interest and why it interests you. Also explain what you already know about this area and what expertise you have in this field/how the topic is connected to your lab. Explain why you picked this particular subject/project.

Paragraph 2

This paragraph should concentrate on the specific area of your research paper. What ideas do you hope to include, and what sources do you plan to use? (Where will you find your information?)

Paragraph 3

Begin this paragraph with a transitional sentence that shows the relationship between your research topic and your product/process project. Then describe your product. What will it be? Who is involved? What is the potential cost? Estimate the time you'll need to spend on it and the possible resources you plan to use.

Paragraph 4

Explain your understanding of plagiarism and its consequences. This is your pledge that you will do your own work.

Sincerely,

Your Signature

Your name (typed)

Letter of Intent Sample

Your Street Address
City, State Zip
August 24, 2007

Instructor
Delaware Area Career Center
4565 Columbus Pike
Delaware, OH 43015

Dear Instructor:

My senior project idea is entitled “The Use of Non-Lethal Technology in Law Enforcement”. This topic stems from a general interest I have in the use of weapons and tactics. My research has shown that the idea of “non-lethal” force is not a new idea, but recent advances in technology have made it better known.

In my paper I will try to incorporate the history of non-lethal weapons. I also plan on including new advancements, tactical use, and current ideas of what’s to come in the near and not-so-near future. I plan on gathering my information from officers currently in the field as well as written and electronic literature.

The research paper and the product will have some similarities. I intend to use a few lines on the history and tactical use from my research paper on my product. The final result of this project will be a written document (pamphlet or poster) with the stats collected from a survey on non-lethal weapon us that I would create and distribute to a number of different law enforcement agencies.

I understand that any use of someone else’s work is referred to as “plagiarism” and is punishable by both the law and the senior project committee.

Sincerely,

Your Signature

Your Name (typed)

Letter of Intent Rubric

Name: _____

Date: _____

	10%	40%	60%	80%	100%
Business letter format maintained	1	2	3	4	5
Necessary information presented	1	2	3	4	5
Ideas well organized and communicated clearly	1	2	3	4	5
Good sentence structure	1	2	3	4	5
Correct use of capitals, punctuation & spelling	1	2	3	4	5
Statement on “understanding of plagiarism”	1	2	3	4	5
Brief description of research sources.	1	2	3	4	5
TOTAL x 3 =					
%	Letter grade:				

The Research Process

Thesis Statement

Thesis Sentence

Now that you have gathered your information, refer to your guiding statement to format a thesis sentence. The thesis sentence specifies the direction of the research paper. It sets the parameters of the paper from the beginning to the end, making the reader aware of what the paper will contain and providing the writer a framework for constructing the paper. It is usually stated as the final sentence of the introductory paragraph.

Basic research papers often will describe, identify or explain a topic. A thesis sentence for a paper on Rocky Mountain Spotted Fever might read:

Rocky Mountain Spotted Fever, an acute infectious disease, can be effectively treated and possibly prevented.

Using this thesis sentence, the writer can explain and give information about the disease, talk about symptoms, and treatment, and incorporate preventive measures.

Advanced research papers go beyond giving information, often interpreting, comparing and contrasting topics or taking a position. Words such as *dispute*, *endorse*, *oppose*, *substantiate* or *validate* might be used with the thesis sentence. An example of an advanced thesis sentence of the topic of Healthy Diet might read:

Recent research refutes earlier findings that the Atkins Diet is unhealthy.

Using this thesis sentence, the writer will present the earlier research findings on the Atkins Diet which proved it to be unhealthy; he will contrast those results with later findings, and he may present his own deduction about the diet based on his research.

DUE
9/21/07

Sample Thesis Statement

Name
Delaware Area Career Center
Lab

Capstone Thesis Statement

With the recent increase of metro-Columbus' population, the freeway system is rapidly becoming insufficient, and with the metropolis' projected growth rising, a resolution must be discovered. Unfortunately, there's a strict limit to the size which the freeway system can be expanded. In order to compromise with projected growth of population and the necessity to transport pedestrians, a mass transit/light rail system needs to be considered.

Senior Project Thesis Statement Rubric

Student Name: _____

Date: _____

Criteria	Points Possible	Points Earned
Specifies the direction of the paper to the reader – provides “framework”	20	
Connects with proposal	15	
Punctuation, capitalization and spelling (mechanics of paper)	25	
Turned in on time (minus 5 points for every day late)	15	
Total	75	
Comments: 		

Basic Research Paper Outline

Rocky Mountain Spotted Fever

Thesis: Rocky Mountain Spotted Fever, an acute infectious disease, can be effectively treated and possibly prevented.

- I. Definition and statistics of Rocky Mountain Spotted Fever
 - A. Definition
 - B. Statistics
 - 1. Where RMSF is found
 - 2. Number of cases
 - 3. Number of deaths
- II. Symptoms
 - A. High fever
 - B. Rash
 - C. Other Symptoms
- III. Diagnosis and treatment
 - A. Medical Tests
 - 1. Weil-Felix test
 - 2. Blood tests
 - B. Treatment
 - 1. Oral medication
 - 2. Intravenous medication

Placing the thesis statement here encourages students to refer to it as they formulate their outlines.

Note the form and order of the outline.

Sample Outline

Thesis: The awareness of oral health is increasing. Unfortunately not enough people are informed of the significance at an early age. Children should be continuously taught the correct methods of taking care of the mouth, as well as how important it can be to a whole body.

I. Information regarding oral health

A. What is oral hygiene?

1. Definition
2. Various methods of promoting oral hygiene

B. Increasing awareness

1. Scientific research among public
2. Increase in promotional efforts by dentists and manufacturers

C. Lack of information presented to children

II. Continuous education

A. What to teach to children and when they should be taught

B. Specialized tools specifically for children

III. Connection to whole body health

A. Diseases of the mouth

1. Dental caries
2. Gingivitis
3. Periodontal disease
4. Oral cancer

B. Health risks which are increased by poor oral hygiene

1. Stroke
2. Heart disease

Outline Rubric

Outline Rubric			
	Yes	No	Points Possible
Does outline have a title?			10
Is the thesis included in the outline?			10
Are there at least 2 levels – main & subheadings			10
Consistency in form – sentence or topic format?			10
Is outline organized? Main headings & less important ideas following			10
Will the outline provide a good framework for paper?			10
		Total:	60

PAPER

Research Paper

Be sure to use as many resources as possible to do your research on your topic.

Some examples are:

- Library references
- Technical manuals
- On-line
- Mentor
- Advisory Committee Members
- Post-secondary educators
- Professionals in the field

Be sure to document all of your sources using either the *APA* format or the **MLA format**. Use the *Rookies Guide to Research* as a reference for documenting. (Formats for these two styles can be found at www.apastyle.org/aboutstyle.htm and www.mla.org/style.)

Assembling Research Information

Checklist of a Research Paper

- Construct a working bibliography
- Make note cards
- Organize the note cards and make an outline
- Write a rough draft
- Revise to a final draft
- Complete a final paper

Making Note Cards

- Use a separate note card for each source
- Place the source number in the upper right corner of each card
- Use a separate note card for each main idea
- Write a label in the upper left corner of each card
- Write a number at the bottom of each card
- Use only one side of the card
- Be sure to indicate quoted or paraphrased materials
- Be sure all notes exist within the context and are accurately recorded
- Re-read the notes to make sure you understand them

Organizing Note Cards

- Use label topics (from upper left corner) to organize the cards
- Discriminate between main and subordinate ideas
- Arrange cards in order they will appear in the paper
- Write an outline that indicates the order

Written Proposal/Outline

You will need to hand in an outline of your paper. (This page will eventually become your index to your report.)

Use the Internet to help yourself with creating an outline. Here are some helpful websites you may use: (Please search other locations on the Internet for guidance on this topic.)

- http://owl.english.purdue.edu/handouts/general/gl_outlin.html
- <http://writing.colostate.edu/index.cfm>

Rough Drafts of Report

- The rough draft of your project needs to be typed, double-spaced and in a Times New Roman 12 point font.
- You need to include images, graphics, etc., but they can just be taped in place for the rough draft. I just need to see your concepts and plans laid out. It should be ALMOST DONE but you may need to tidy up the final pages.
- Make a copy to share with your mentor.
- First rough draft will be reviewed by your lab instructor for content.
- Second rough draft will be reviewed by an English Instructor for spelling, grammar and readability.

Final Copy of Report

- Revise and edit the evaluated rough draft.
1. The final copy of your paper should be at least five pages long (not including cover, index or reference pages).
 2. Your project should be typed, double-spaced and in a 12 point font. (Make sure the font is easy to read!)
 3. You will need to place your report in a clear-faced notebook that is big enough to hold your journal information.

Use the following as a guide for your report format:

1. Title Page
2. Outline
3. Body
4. Conclusion
5. Reference Pages

PRODUCT

Senior Project Product(s), Services and Display(s)

The product is the application of what you learned through your research paper. It should reflect the highest possible level of skill you have gained through your two years in your program. Your mentor is a good person to help you in the development of your product. It will be evaluated on the following:

- How it meets the description of your plan
- The quality and originality of your work
- How well it demonstrates knowledge/skills related to your field
- How well it meets the criteria of benefiting the community

The list of possible products could include, but is not limited to, the following:

- A pamphlet or brochure actually presented to a typical audience
- A prototype or model
- A new process for completing some phase of your work, demonstrated to an audience that could appropriately evaluate the process
- A business plan (developed according to standard business practice, including possible sources of financing, market research, timelines, etc.)
- A marketing plan (developed according to standard business practice, with examples of the media you would use, whether it is newspaper or magazine ads, TV/radio spots, pamphlets, the budget, etc.)
- A training plan actually presented to a typical audience (including objectives to be accomplished, an outline of the presentation, and an evaluation method).
- A multi-media presentation
- A web page
- Other suggestion approved by your instructor

Your instructors will set the deadlines for the completion of the product and will tell you the number of points to be awarded for it.

Choosing a Product/Process for Your Senior Project

Briefly describe your proposed product/process in the space below:

- How does the research enhance the product? Is there a clear connection between the research topic and the product/process you want to produce?

- How does the product/process represent significant amounts of time, effort and appropriate complexity? Does it go beyond what you already know how to do? Please estimate the amount of time you plan to spend on this project, how you plan to accomplish it and how you plan to obtain this new information.

- Will the product involve tangible evidence of your work – either something physical that can be seen and touched, a community-based service that can be documented as beneficial or something that can be written, produced, taped and presented?

Please check one or more of the following:

- Physical
- Service based
- Written
- Taped/presented/produced

Product Rubric

	20%	40%	50%	60%	70%	80%	90%	100%
Extent to which the product meets the description outlined in your plan. (Plan attached.)	1	2	2.5	3	3.5	4	4.5	5
Points: _____ x 2 = _____								
Comments:	<input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>							

	20%	40%	50%	60%	70%	80%	90%	100%
Quality of work.	1	2	2.5	3	3.5	4	4.5	5
Points: _____ x 6 = _____								
Comments:	<input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>							

	20%	40%	50%	60%	70%	80%	90%	100%
Originality of work.	1	2	2.5	3	3.5	4	4.5	5
Points: _____ x 4 = _____								
Comments:	<input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>							

	20%	40%	50%	60%	70%	80%	90%	100%
Extent to which product development demonstrates the highest level of knowledge/skill related to your field.	1	2	2.5	3	3.5	4	4.5	5
Points: _____ x 6 = _____								
Comments:	<input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>							

	20%	40%	50%	60%	70%	80%	90%	100%
Extent to which your product meets the criteria of benefiting the community.	1	2	2.5	3	3.5	4	4.5	5
Points: _____ x 2 = _____								
Comments:	<input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>							

Total Points: _____/100

MENTOR

Things to think about!

What does a mentor do?

- Provides expertise in the subject area
- Gives suggestions and advise
- Supports your efforts
- Gives you feedback

Before you choose a mentor:

- Clearly define your product
- Be specific about what you expect from your mentor, including time commitments
- Be able to show how mentorship will benefit the mentor

How do you choose a mentor?

- Brainstorm possible experts within your chosen field of study
- Talk to parents, friends and/or teachers about possibilities
- Look for someone who has expertise and is interested in mentoring you through the completion of your project

Once you have a mentor – what should happen?

- Meet with your mentor
- Determine how often you will meet with your mentor
- Decide what areas of your project they will assist with, i.e., project details, review speech, etc.
- Ask mentor to be part of your review team

To prepare for your mentor interview:

- Have your thesis finalized.
 - When returned as OK, begin thinking about potential mentors.
 - Brainstorm who could be your potential mentor. Utilize many sources as possible, i.e., industry, phone book, teachers, parents, etc.
- Write down and practice your personal introduction on the phone.
 - Hand in.
- Practice your phone conversation skills prior to calling mentor.
 - Practice with a phone – critique each other.
- Type out a list of questions that you want to ask the mentor (15) related to your theses, 10 questions related to responsibilities and schedules of all parties involved.
- Provide a list of mentors to teacher including address and phone number.
- Call mentor and ask for an appointment.
- Verbally practice asking questions that you plan to ask at the meeting with the mentor.
 - Practice in a mock situation.
- Meet with mentor.
- Be prepared to take notes at the meeting.
- Conclude your meeting properly (hand shake, thank you).
 - Ask mentor to fill out Senior Project Mentor/Advisor Agreement Form.
- Ask mentor to be a part of your review team, if applicable.
 - Review proper etiquette in class prior to meeting.
- Present the mentor with an evaluation form.
- Write a thank you note to the person for meeting with you.
 - Review in class how to write and hand in a copy.

STUDENT NAME: _____ **DATE:** _____

**Senior Project
Mentor Contact Sheet
Minimum of Three (3)**

Company Name/Address:	Contact Person:	Phone #:	E-Mail:	Conversation Comments
1.		()		
2.		()		
3.		()		
4.		()		
5.		()		

Senior Project Progress Rubric

Product

Low (1) to High (5)

	20%	40%	50%	60%	70%	80%	90%	100%
Relates to Research	1	2	2.5	3	3.5	4	4.5	5
Adds to Project	1	2	2.5	3	3.5	4	4.5	5
Time and Effort displayed	1	2	2.5	3	3.5	4	4.5	5
Logic Applied	1	2	2.5	3	3.5	4	4.5	5
Total * 2								

Mentor

Low (1) to High (5)

	20%	40%	50%	60%	70%	80%	90%	100%
Adds to Research	1	2	2.5	3	3.5	4	4.5	5
Adds to Project	1	2	2.5	3	3.5	4	4.5	5
Time and Effort displayed	1	2	2.5	3	3.5	4	4.5	5
Contact Time	1	2	2.5	3	3.5	4	4.5	5
Total * 2								

Documentation

	20%	40%	50%	60%	70%	80%	90%	100%
Notes organized	1	2	2.5	3	3.5	4	4.5	5
Progress documented	1	2	2.5	3	3.5	4	4.5	5
Total								

Total

Product	/40
Mentor	/40
Documentation	/20
Total	/100

DUE
11/2/07

Senior Project Mentor/Advisor Agreement Form

Student Name: _____ **Project:** _____

Mentor/Advisor: In order for students to complete their Senior Project, they must work with a mentor who has expertise in the area being explored. The mentor must be willing to verify the student's efforts and time spent. Each student should spend at least 15 hours creating their product/process project and additional hours with the mentor/advisor. If you are willing to serve as this student's mentor, please complete the form below. Thank you for your participation.

I agree to serve as a mentor for the above named student while they complete the Senior Project during 2006 – 2007 school year.

Mentor Name: _____ (print name)

Address:

Phone: _____

E-Mail: _____

Relationship to Student: _____

Position/Title: _____

Duties/Responsibilities:

Signature: _____

Date: _____

Senior Project Conference Record

Weekly or bi-weekly you will be meeting with your project mentor. You need to document this meeting. Write a brief summary of what was discussed. The mentor then needs to sign and date your sheet.

Meeting date: _____

Items discussed: _____

Next Meeting: _____

Signed _____
Mentor Student

Meeting date: _____

Items discussed: _____

Next Meeting: _____

Signed _____
Mentor Student

Meeting date: _____

Items discussed: _____

Next Meeting: _____

Signed _____
Mentor Student

Mentor Meeting Schedule

Student Name: _____

Project Title: _____

Mentor Name: _____

List below the proposed dates and methods of contact that you plan to have with your mentor.

Date	Method

Mentor Meeting Record Sheet

Student Name: _____ Project Title: _____

Mentor Name: _____

Method of Meeting (i.e., email, phone, in person, etc.):

Time of Meeting: _____

Material Discussed:

Outcomes:

Responsibilities:

Mentor Verification Form

Student Name: _____ Project Title: _____

Mentor/Advisor: You have been chosen to verify this student's efforts on their Senior Project. Since most of the time spent on the project phase of the assignment has been out of class, verification of the student's efforts is necessary. Please answer the following questions to help us evaluate/document their 15 hours outside the class. Please keep in mind that the student's research paper has already been evaluated. This form refers to the physical/process project.

1. Can you verify that they spent at least 15 hours creating this project?
_____ Yes _____ No

Comments:

2. Have you seen this project at different stages of completion, not just the final phase?
_____ Yes _____ No

Comments:

3. What specific problems did this student encounter and overcome?
_____ Yes _____ No

Comments:

4. What successes have you seen this student achieve?
_____ Yes _____ No

Comments:

Signature _____ Date _____

Thank you for your support and contribution to the student. It is appreciated!

Hard copy, handwritten or email:

Thank-you letters can be hard copy typed, handwritten or emailed. Hard copy is most formal and is always appropriate after an interview. Handwritten are more personal, and can be appropriate for brief notes to a variety of individuals you may have met during on on-site interview or who may have helped you in other ways. Email is appropriate when that has been your means of contact with the person you want to thank, or if your contact has expressed a preference for email.

909 Prices Fork Road
Blacksburg, VA 24060
(540) 555-1111
abcde@vt.edu

December 1, 2002

Ms. Marcia H. Meeks
30 Locke Lane
Richmond, VA 23219

Dear Ms. Meeks:

Thank you so much for your time and advice during my visit to your office last week. I very much appreciate your inviting me to visit since this was my first experience seeing the hands-on work which takes place in a design department. I learned a great deal, and hope to share what I learned with members of our student chapter of the American Society of Interior Designers.

After January, I will be in contact with you again to explore the possibility of arranging a summer internship with your firm. As I mentioned to you when we met, I had an opportunity to work on an intense, four-day interdisciplinary project judged by faculty in which my team received top honors. I gained valuable teamwork, problem-solving and presentation skills and learned to work effectively with students studying to enter different professions. I believe my skills would make me an asset to an organization like yours which often must produce excellent work under tight time constraints.

Thank you again for all your help, and I look forward to talking with you in the coming months.

Sincerely,
(handwritten signature)
Charlotte A. Leffen

PRESENTATION

Final Presentation

1. Your final presentation will be given in front of an audience of professionals, teachers and peers.
2. You will need to prepare in advance for this event.
3. Below is an outline that is suggested you follow:
 - Introduction
 - Introduce yourself.
 - Describe what your project is about.
 - Why did you choose this subject?
 - Body
 - What is your project?
 - Are there any specific areas that are related to your area of interest?
 - What research was involved in preparing this project?
 - What process was involved? (How did you do it?)
 - What problems did you run into? (money, lack of skills, complexity, etc.)
 - Conclusion
 - What successes and failures did you encounter during the project?
 - What did you learn from this project? (Did you learn anything about yourself?)

Your presentation needs to be 10-12 minutes long. There will be someone noting your beginning and ending times. Be sure to practice your presentation several times before giving it in front of the group.

See: <http://.fsus.fsu.edu/m2000/howto/capstone/FLHighcapstone.htm> for *Tips for Delivering a Great Presentation*.

HAVE FUN & GOOD LUCK!

Dress Codes

How employees choose to dress each day shapes both the employees' own mind set as well as others' relations to the employee. An employee's appearance has a direct impact on the overall image of a business. It makes a distinct impression on the business' customers as well as the employee's individual supervisors and peers.

Businesses have dress codes that determine what employees should wear when they are on the job. Employees who work on dangerous job sites must wear clothing that will meet their safety requirements. A job that requires a lot of face-to-face customer contact usually requires employees to dress professionally. Dress codes vary from one business to the next but they also vary within a business. Often the manager will be required to wear clothing that is different from the other employees.

All employees are expected to report to work clean, well-groomed, and appropriately dressed.

On job sites where safety is a concern, the dress code is usually very clear. In business, however, dress codes are not always easily defined. These descriptions are one example, and they should help when you are planning what to wear for your job interview experience.

Traditional Business Attire for women means suits (both skirted and pant styles), blazers, skirts, dresses, and blouses. Men are required to wear a shirt and tie. Non-matching suited looks are usually fine for both men and women as long as tailored dress slacks accompany the blazer or sport coat.

Business Casual is a relaxed version of traditional business attire. Pressed slacks, ironed or permanent press shirts, vests, and sweaters, as a general rule, are appropriate. Employees should use their common sense in determining how far they may stray from traditional business attire and still present themselves in a professional and appropriate manner.

Causal allows employees to dress even more relaxed than business casual. Employees must keep in mind, however, that a well-groomed and relaxed professional appearance is still required. Employees must refrain from wearing items such as tank tops, t-shirts, lycra or spandex, athletic clothes (such as warm up suites), and caps. Employees should exercise common sense to determine how casual to dress without losing a relaxed, professional, and well-groomed look.

Some businesses will have *jeans day* or *denim day* which means it is acceptable to wear professional looking denim jeans with a casual or business casual shirt, sweater, etc.

On the job, employees who are not in compliance with the dress code policy are usually instructed to return home to change. They are usually not paid for that time away from work. Repeated violations of the dress code policy may be cause for disciplinary action, up to and including termination.

MECHANICAL ELEMENTS	20%	40%	50%	60%	70%	80%	90%	100%
Technical – runs perfect with no technical problems, i.e., no sound, video, or other problems.	1	2	2.5	3	3.5	4	4.5	5
Spelling & grammar – honors all rules of spelling and grammar.	2	4	5	6	7	8	9	10
Resources cited:	2	4	5	6	7	8	9	10
Completion – is completely finished.	1	2	2.5	3	3.5	4	4.5	5
Originality – shows significant evidence or originality. Ideas are fresh, original and inventive.	2	4	5	6	7	8	9	10
TOTAL (40)								

MULTI-MEDIA ELEMENTS	20%	40%	50%	60%	70%	80%	90%	100%
Design – clear attention has been given to balance, proportion, harmony and restraint. The overall has energy and style.	4	8	10	12	14	16	18	20
Use of enhancements – several methods have been utilized to effectively enhance the presentation, i.e., graphics, video, 3D, & audio.	4	8	10	12	14	16	18	20
TOTAL (40)								

Totals	Points possible	Points earned
Content		
Delivery		
Mechanical		
Multi-media elements		
TOTAL	185	
%:	LETTER GRADE:	

PORTFOLIO

Contents of Senior Project Portfolio

Section	Contents	Page
1	Cover Page	
2	Autobiographical letter to senior project leader (introducing yourself, talk briefly about your project and paper)	
3	Abstract (one-paragraph summary of your paper and a one-paragraph summary of your project)	
4	Letter of Intent	
5	Project Proposal	
6	Senior Project Paper	
7	Senior Project Plan – original timeline	
8	Senior Project Log	
9	Senior Project Conference Records	
10	Evidence of Progress	
11	Senior Project Product	
12	Senior Project Self-Evaluation Paper	
13	Senior Project Reflective Journal	
14	Any further documentation you wish to include such as photos	

Portfolio

Your portfolio must demonstrate serious effort, high quality work and thoughtful organization. It must be complete and each piece must be fully edited. Only final drafts belong in the portfolio.

Senior Project Log

This log needs to be a running account of what you are working on directly related to your Senior Project. What you have accomplished, obstacles you have run into, problem-solving techniques that you used, new information that you needed to obtain, new skills that you needed to learn. You need to have at least one entry per week. You will be graded on this log. Write a brief summary in the space provided and attach further explanation if needed.

Quarter 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

(sample #1)

Daily Journal

My reflection for _____

Notes on work done this day:

Resources Utilized:

Feelings about Capstone Process:

Total Time Spent on the Project: _____

Journal Rubric

NAME: _____

	POINTS EARNED	POINTS AVAILABLE
<input type="checkbox"/> The date		5
<input type="checkbox"/> Notes on work done for the day		15
<input type="checkbox"/> Resources utilized		5
<input type="checkbox"/> Your feeling regarding the capstone project itself		10
<input type="checkbox"/> Total time spent		5
<input type="checkbox"/> Spelling/Punctuation		10
TOTAL POINTS		50

Comments & Remarks:

Delaware Area Career Center Honesty Policy

Plagiarism is a kind of cheating. Copying from someone else and presenting it as your own work is dishonest. This can have serious consequences for you and your grade. If you allow someone else to use your work, you can suffer the same consequences.

What constitutes cheating?

1. Letting someone copy your homework or classwork and turn it in as theirs.
2. Looking at another person's paper while taking a quiz or test.
3. Copying someone's research without giving that person credit.
4. Copying from the electronic library sources without acknowledging them.
5. Printing out material from the internet without giving credit.
6. Doing someone's work for them and letting them take credit for your efforts.

What should you do?

If you are copying directly from background reading sources, copy the words exactly and put quotation marks around them. People will know what works are yours and what belong to an "official source".

Instead of quoting a source, you may read through the material and ask yourself, "What is the main idea of this?". Once you have decided, you can write it in your own words, explaining it as you go along. Remember not to use the author's words but your own.

In your final paper, list all the sources for the passages you quote. If the words are substantially in the words of the author, but not quoted exactly, they must still be listed as a source.

What will happen if I don't follow this policy?

1. I can get a zero for the assignment.
2. I can be denied the opportunity to do the work over.
3. I can expect a phone call to my home from the teacher.
4. In the case of a major assignment, it could radically affect my grade.
5. My counselor will be notified.

Name: _____

Parent Signature: _____

Date: _____

Comments and Remarks:

RUBRICS

Senior Project Proposal

Rubric

Proof of Authenticity/Validation of Topic

Criteria:	Points Earned:	Possible Points:
Shows connection with curriculum		20
Is realistic to real world		15
Aligns with classroom competencies		15
Punctuation, capitalization, and spelling		25
Total		75

Letter of Intent Rubric

Name: _____

Date: _____

	10%	40%	60%	80%	100%
Business letter format maintained	1	2	3	4	5
Necessary information presented	1	2	3	4	5
Ideas well organized and communicated clearly	1	2	3	4	5
Good sentence structure	1	2	3	4	5
Correct use of capitals, punctuation & spelling	1	2	3	4	5
Statement on "understanding of plagiarism"	1	2	3	4	5
Brief description of research sources	1	2	3	4	5
TOTAL x 3 =					
%	Letter grade:				

Senior Project Thesis Statement Rubric

Student Name: _____

Date: _____

Criteria	Points Possible	Points Earned
Specifies the direction of the paper to the reader – provides “framework”	20	
Connects with proposal	15	
Punctuation, capitalization and spelling (mechanics of paper)	25	
Turned in on time (minus 5 points for every day late)	15	
Total	75	
Comments: 		

Outline Rubric

Outline Rubric			
	Yes	No	Points Possible
Does outline have a title?			10
Is the thesis included in the outline?			10
Are there at least 2 levels – main & subheadings			10
Consistency in form – sentence or topic format?			10
Is outline organized? Main headings & less important ideas following			10
Will the outline provide a good framework for paper?			10
		Total:	60

Research Paper Final - Rubric

CONTENT	20%	40%	50%	60%	70%	80%	90%	100%
<u>Introduction</u> – was there a clear and evident introduction of the theme & content of the project? Did they grab the audience?	1	2	2.5	3	3.5	4	4.5	5
<u>Organization</u> – is the content clear and effectively presented throughout? Do all the parts flow and support the theme? The sequence is logical, clear and direct.	1	2	2.5	3	3.5	4	4.5	5
<u>Conclusion</u> – reviews ideas and concludes?	1	2	2.5	3	3.5	4	4.5	5
<u>Subject knowledge</u> – subject knowledge is evident throughout the presentation. All information is clear appropriate and correct?	1	2	2.5	3	3.5	4	4.5	5
<u>Challenge</u> – did the student reach beyond the comfort zone?	1	2	2.5	3	3.5	4	4.5	5
Total points x 3 = 75 points								
Total Points: _____ of 75								
Technical	20%	40%	50%	60%	70%	80%	90%	100%
<u>Word choice & fluency</u> – Words convey the intended message and are interesting. Uses a broad range of words. Oral reading is easy & reads fluently.	1	2	2.5	3	3.5	4	4.5	5
<u>Spelling & grammar</u> – honors all rules of spelling and grammar, punctuation, capitalization, & paragraph breaks.	1	2	2.5	3	3.5	4	4.5	5
<u>Resources cited</u> - documentation is used to prevent plagiarism and to allow the reader to judge how believable or important a piece of information is.	1	2	2.5	3	3.5	4	4.5	5
Total points x 4 = 60 points								
Total Points: _____ of 60								
Turned in on time	4	8	10	12	14	16	18	20
Total points available: 155 Content: _____ Technical: _____ In on time: _____ Total points earned: _____								
%: _____ Letter Grade: _____								

Product Rubric

	20%	40%	50%	60%	70%	80%	90%	100%
Extent to which the product meets the description outlined in your plan. (Plan attached.)	1	2	2.5	3	3.5	4	4.5	5
Points: _____ x 2 = _____								
Comments:	<div style="border: 1px solid black; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; height: 15px;"></div>							

	20%	40%	50%	60%	70%	80%	90%	100%
Quality of work.	1	2	2.5	3	3.5	4	4.5	5
Points: _____ x 6 = _____								
Comments:	<div style="border: 1px solid black; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; height: 15px;"></div>							

	20%	40%	50%	60%	70%	80%	90%	100%
Originality of work.	1	2	2.5	3	3.5	4	4.5	5
Points: _____ x 4 = _____								
Comments:	<div style="border: 1px solid black; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; height: 15px;"></div>							

	20%	40%	50%	60%	70%	80%	90%	100%
Extent to which product development demonstrates the highest level of knowledge/skill related to your field.	1	2	2.5	3	3.5	4	4.5	5
Points: _____ x 6 = _____								
Comments:	<div style="border: 1px solid black; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; height: 15px;"></div>							

	20%	40%	50%	60%	70%	80%	90%	100%
Extent to which your product meets the criteria of benefiting the community.	1	2	2.5	3	3.5	4	4.5	5
Points: _____ x 2 = _____								
Comments:	<div style="border: 1px solid black; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; height: 15px;"></div>							

Total Points: _____/100

Senior Project Progress Rubric

Product Low (1) to High (5)

	20%	40%	50%	60%	70%	80%	90%	100%
Relates to Research	1	2	2.5	3	3.5	4	4.5	5
Adds to Project	1	2	2.5	3	3.5	4	4.5	5
Time and Effort displayed	1	2	2.5	3	3.5	4	4.5	5
Logic Applied	1	2	2.5	3	3.5	4	4.5	5
Total * 2								

Mentor Low (1) to High (5)

	20%	40%	50%	60%	70%	80%	90%	100%
Adds to Research	1	2	2.5	3	3.5	4	4.5	5
Adds to Project	1	2	2.5	3	3.5	4	4.5	5
Time and Effort displayed	1	2	2.5	3	3.5	4	4.5	5
Contact Time	1	2	2.5	3	3.5	4	4.5	5
Total * 2								

Documentation

	20%	40%	50%	60%	70%	80%	90%	100%
Notes organized	1	2	2.5	3	3.5	4	4.5	5
Progress documented	1	2	2.5	3	3.5	4	4.5	5
Total								

Total

Product	/40
Mentor	/40
Documentation	/20
Total	/100

MECHANICAL ELEMENTS	20%	40%	50%	60%	70%	80%	90%	100%
Technical – runs perfect with no technical problems, i.e., no sound, video, or other problems.	1	2	2.5	3	3.5	4	4.5	5
Spelling & grammar – honors all rules of spelling and grammar.	2	4	5	6	7	8	9	10
Resources cited:	2	4	5	6	7	8	9	10
Completion – is completely finished.	1	2	2.5	3	3.5	4	4.5	5
Originality – shows significant evidence or originality. Ideas are fresh, original and inventive.	2	4	5	6	7	8	9	10
TOTAL (40)								

MULTI-MEDIA ELEMENTS	20%	40%	50%	60%	70%	80%	90%	100%
Design – clear attention has been given to balance, proportion, harmony and restraint. The overall has energy and style.	4	8	10	12	14	16	18	20
Use of enhancements – several methods have been utilized to effectively enhance the presentation, i.e., graphics, video, 3D, & audio.	4	8	10	12	14	16	18	20
TOTAL (40)								

Totals	Points possible	Points earned
Content		
Delivery		
Mechanical		
Multi-media elements		
TOTAL	185	
%:	LETTER GRADE:	

