LUCY C. RAGSDALE HIGH SCHOOL

Graduation Project

Student Manual

Lucy C. Ragsdale High School
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Guilford
County Schools

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Parent Letter

Dear Parent/Guardian:

All students at Lucy C. Ragsdale High School participate in the Graduation Project. The faculty and staff are excited about the opportunity for all our seniors to demonstrate their skills and achievements as they prepare to graduate.

The Graduation Project includes a comprehensive research study requiring students to write a six- to eight-page research paper, design an application of the research findings, and make a presentation to an evaluation board about the significance of the study. Students will receive instruction and support from a number of resource persons, including a faculty advisor, the media specialist, and the senior English teacher. The faculty advisor will assist the student with the investigative process. The media specialist will provide additional hours in the media center and computer lab for the Graduation Project. Finally, the English III teacher will provide instruction in writing, research; and the English IV teacher will provide instruction in speech development and speaking. In addition, the Graduation Project coordinator, Jean Ransom, will be available to assist students who need one-on-one feedback about their projects during the school day.

This project will constitute 20% of the course grade in English III and IV. In addition, there will be grades given along the way for the completion of various steps in the project. We invite you to be a part of this very important project by working with your child and by working with a student (other than your own) as a mentor. Please encourage your child to turn all components in on time.

By completing this project, the senior student demonstrates his or her readiness to enter the business world or start a college education. This project is the senior's "rite of passage," legacy, and personal expression of self.

Sincerely,

James Gibson, Principal

My child has shared the Graduation Project notebook with me, and I am aware it counts 20% of his/her course grade in English III and IV. I am also aware that plagiarism will result in a mandatory revision of the essay.

_____   _____
Parent/Guardian Signature   Date

Print Student's First and Last Name _____

Graduation Project Statement of Purpose and Goals

The purpose of the Graduation Project is to give the student an opportunity to exhibit the skills he or she has acquired during school, particularly in the areas of oral and written communication. Each student will have the chance to choose an area of interest to demonstrate his or her skills in a meaningful, practical way by researching a topic, designing an application of their research, and presenting findings in a formal speech to a panel.

- **Seniors will develop a life-long approach to learning.**
- **Seniors will increase knowledge in a particular area of interest.**
- **Seniors will develop, practice, and demonstrate good communication skills.**
- **Seniors will experience self-directed learning.**
- **Staff members will facilitate projects and advise seniors.**
- **Community members will have increased opportunity for positive school involvement.**
- **The Graduation Project will increase curriculum integration as aligned with the Common Core.**

Paper + Application + Reflections + Presentation = Graduation Project

Requirements

1. **Research Paper: See page 9**

   The use of another person's ideas without proper documentation will result in a paper revision.

   --six to eight, double-spaced, typed, 12 point, 1'' margins, Times New Roman only
   --ten sources consulted

   --six sources cited in paper (source types determined by English teacher)
   --MLA style bibliography (not Works Cited)

2. **Application and Reflections:**

   --an application that is a logical extension of your research. You may choose to create/complete a physical object, a performance-based product, a service-oriented event, or a job shadowing/apprenticeship experience. If your application is a service-oriented event or a job shadowing/apprenticeship, you must submit a letter from a point of contact with that organization, attesting to your participation.
   --Be sure to take photos which document the creation of your application. These should be included in the visual which accompanies the presentation.
   --Reflections explaining the way you spent your 15 hours and reflecting on the process.
     (Explanations must be thorough and signed by your faculty advisor.)

3. **Presentation:**

   Present your research and application before a panel of judges in an eight- to ten-minute presentation with time for questioning to follow. Presentations should have an **accompanying visual element** (trifold board, PowerPoint, or Prezi) that serves as a display showing the connections between paper and application. It serves as an attractive advertisement or visual enhancement during the presentation. It may serve as no more than 2 hours of your 15 hour reflections.

Graduation Project Terms
SAMPLE

Thesis: The statement of purpose for the entire paper. The thesis should be a one- or two-sentence idea. **The statement of purpose is due with the outline and bibliography.**

Outline: A structured layout of the student's main ideas.

Bibliography: A list of all sources that the student has used to gather information for his or her paper. These sources should be alphabetized by the author or speaker's last name and should follow the MLA format. (A sample is included on page 9.)

Student Checklist Sheet: The sheet that the student consults for deadlines and checkpoints with the advisor**.**

Reflections: Each student will turn in reflections on the creation of his or her application. **This log should prove that the student has worked on the application for a minimum of 15 hours.** This log will serve as written verification of the time he or she has spent on the application, how his or her work is in connection with his or her research, and should describe experiences and feelings about the various stages of the process. Reflection templates are provided in this manual. Additional forms may be copied if needed, or you may create your own template on the computer. These reflections must be signed by the faculty advisor.

Advisor Signature Form: The student's faculty advisor must sign the appropriate form, verifying they have worked with the student.

Outline of Speech and Index Cards: Students will submit a detailed outline of the speech to the advisor. This outline will include an introductory statement or idea with a "hook," organized body of speech, and a conclusion that effectively sums up a description of the visual element that will be used in the speech. On the same day, students should bring their index cards to the teacher and advisor for approval. Only index cards no larger than 4x6 will be allowed during the speech. **Students may not read from their research paper or outline. Information on index cards should be concise. The cards should provide cues to help students speak. However, students should not write out the entire speech on the cards. They will be penalized for reading the speech.**

Practice Speech: Students will practice the speech at least once with their faculty advisor; it is also recommended that a student practice with his or her English teacher. The student will give the advisor a copy of the evaluation rubric to use to evaluate the speech. They are to offer constructive feedback to the student on ways to improve. The advisor should sign off on the advisor form, signifying his or her approval of the speech.

Sections of Senior Project Paper

Introduction

Must Include the Hook/Attention Getter, Background Sentences (briefly introducing what your paragraphs are going to be about), and your Claim/Thesis/Position.

- **Attention Getter/Hook:** Introduce your topic by using a fact, statistic, story/anecdote, or quote about your topic. Remember that an attention getter should gain the readers interest in your topic and make the reader want to keep reading. The Attention Getter should also agree with whatever your claim is.

- **Background Sentences:** What are the main ideas that you are going to cover in all of your body paragraphs. Remember this is where you summarize each of your paragraphs. Cover only the main points that you are proving.

- **Claim/Position/Thesis:** What are you proving in this paper? Remember that a claim is the main point that you want readers to accept, what you are planning on proving about your topic. It is a precise statement that you: Think is true, Can support with accurate and reasonable information, and Expect some readers will disagree with.

Definition, Historical and Current Information

In this section you will be defining your topic clearly. Giving information that is needed to understand your topic before you actually start proving your point. Including a graph in this section would be fine. Cite all statistics, quotations, paraphrases, and opinions.

- **Definition:** Make sure that we understand unknown, unclear, or complex ideas. For example, if you are going to prove that children with Autism should be integrated into general education classes more, it would be important to explain what Autism is. Don't assume people understand or know what your topic is about.

- **Historical:** It is important that the readers have a clear historical context of your topic. This means that you should look at the history of your topic and note any major events that happened, people involved, or major changes that are noteworthy. Info can only be 5 years and older only.

- **Current:** It is just as important that you and the reader know what is currently happening with your topic. This means that you should also look at any current events that involve your topic. Just like historical information, note any major events that happened, people involved, or major changes.

You should be finding/including statistics/numbers here to support your research.

Strands

After you have covered the above, you are now going to move into proving your Claim/Thesis/Position. All of the following will be included in 1 paragraph. You will have FOUR different sections that will be set up like the following:

- **Argument #1/Strand#1:** What is your first argument to support your claim? Remember that an argument is a reason why you think your claim is right. Only present ONE of your arguments/strands here.

- **Fact/Data #1:** This is your first statistic, quote, fact, etc. that supports your Argument/Strand #1. Remember this has to be from an article or book about your topic.
    - **Analysis #1 (the because):** This is where you give deeper analysis as to how your Fact/Data #1 proves your first argument. It could be your reasons, your because, explaining the deeper meaning of your Fact/Data #1.
    - **Analysis #2 (the 2nd because):** You will give a second sentence just like the above. You should never give a Fact without supporting it with at least two deeper analyses or supporting sentences.

- **Fact/Data #2:** This is your second statistic, quote, fact, etc. that supports your Argument/Strand #1. Remember this has to be from an article or book about your topic.
    - o **Analysis #1 (the because) for Fact 2:** This is where you give deeper analysis as to how your Fact/Data #1 proves your first argument. It could be your reasons, your because, explaining the deeper meaning of your Fact/Data #2.
    - o **Analysis #2 (the 2nd because) for Fact 2:** You will give a second sentence just like the above for Fact #2. You should never give a Fact without supporting it with at least two deeper analyses or supporting sentences.

You will have THREE more Strands that are set up just like the above. Each of these beginning with a new Argument/Strand that proves your Claim/Position.

You should be finding/including statistics/numbers here to support your research.

Differing Viewpoints

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EXPERT OPINIONS ONLY
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Explain and analyze two or more differing viewpoints. For example, environmentalists and ranchers have differing ideas about wolf re-introduction. In some cases, different groups have conflicting data. You compare and contrast the attitudes, the data, the claims of success and failure. Cite all statistics, quotations, and opinions. Consider how graphic representations of the data could be used.

- **Differing Viewpoints:** This section does not have to be completely opposing opinions. For example: They can be from two different political parties, groups/programs who have the same opinions. You can use two conservative groups who are in agreement with the topic, discuss in separate paragraphs why each group favors/opposes the topic. There are also groups who may disagree/agree with your topic but have different reasons why or recommendations.
- **Refute:** After each viewpoint you must tell why each is incorrect in their logic. This is where you show why your claims are still correct and make their arguments look weak or insufficient.

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An "A" paper will not use "I" or
"Me".
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Conclusion

In this section you will wrap up all of your ideas and make sure the readers remember the most important ideas that you have discussed. In this section it is your chance to use logic and reasoning, not emotional appeals. Claim/Position must be proven and based on data you've objectively analyzed in your paper

- **Wrap Up Statement:** Begin with a closing Transition Statement. Then REWORD your Claim. Do not rewrite your claim word for word here. Look back at your original claim and wittily reword it.
- **Background Info:** Yes again. What were the main ideas that you covered in your Strand paragraphs? This is where you will review/summarize all of the major items that you covered in your paper in case your reader missed it. Included the most important information that they should have read about or knowledge that they should have gained during their reading. Do not copy your original words for those sections word for word.
- **Closing Statement:** Write a Memorable/Dramatic statement here. Look back at your Attention Getter. Just like you opened with something that grabbed the reader's attention, you should close with one. Remember that if you started with a story, you should finish that story here. If you used a quote/fact/statistic, you could reflect on those here as well. The point is to leave the reader with something to "chew on".

Graphical Support-Appendix

You must include at least one graph in your paper. This will either be included in your paper where the information fits best or you can refer to it at least once in your paper or include it in your appendix. This graph must support information that is directly discussed/provided in the section that you include it in. For example: If you include/reference your graph in the Current Situation section-it must have information from 2005 or newer and it must address data discussed in that section. You can find a graph that has been created in advance for you (copy and paste), or you can take statistics/numbers that you have found while researching and create your own graph. Either way, the information is not your own so you must cite where you obtained the graph or the statistics/numbers.

The graph is not included in the 6 pages of typed information. So if you decide to include the graph somewhere within the paper, such as in the Strand I section, and you make it half a page in size, you will still have to have half a page more of information to fulfill the 6 pages. So don't think if you make it take up a lot of space you are saving yourself from typing. You still have to have 6 pages of actual typed information.

Citations within the paper

You must give credit to the author or source from which you take information. If you do not give credit, you have plagiarized. A plagiarized paper will not be graded. If you try to claim someone else's work as yours, you will receive a grade of zero. You should have **AT LEAST 1 CIATATION PER PARAGRAPH.** Therefore you will cite:

- all quotations
- all statistics
- all opinions given by experts
- all paraphrases and summaries, including those for the annotated bibliographies
- all graphs and charts that you have re-created or copied
- any information that is likely to be challenged

Use correct MLA format for internal citation. MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

- Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

  Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

- Wordsworth extensively explored the role of emotion in the creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

Wordsworth, William. *Lyrical Ballads*. London: Oxford UP, 1967. Print.

Works Cited

You are to list, in alphabetical order, those sources you cited in your paper. This is double spaced. The lines, after the first line, are indented five spaces/hanging indent. Only MLA is acceptable. You must have **SIX CREDIBLE SOURCES.**

MLA Citation Guide

Book

Author's last name, Author's first name. *Title of Book.* City: Publishing Company, Year.

Ex. Chaltas, Thalia. *Because I am Furniture.* New York: Viking, 2009.

Textbook

Author's Last Name, Author's First Name (if available). "Title of Chapter." *Title of Book.* Ed.
Editor's Name. City: Publishing Company, Year. Page numbers.

Ex. Underwood, Juliet. "The Dialectic of Human Experience." *The Human Experience.* Ed.
Patricia Jones. Houston: Holt, 2005. 32-37.

Journal Article from Online

Author's last name, author's first name. "Title of article." *Name of journal*
Volume number. Issue number. (Year of publication): Page numbers (if available). Web.

Ex. Crowley, Michael. "Herbal Remedies." *The Journal of Internal Medicine* 5.3. (2008): 23-
28. Web.

Website

Authors last name, Author's First name (if available). "Title of Webpage." Date of Revision.
Name of Institution Affiliated with the Cite. Date of Access. Web.

Ex. Harris, Robert. "Evaluating Internet Research Sources." 22 Nov. 2010. Virtual Salt. 3
Oct. 2011. Web.

Personal Interview

Last Name of Person Interviewed, First Name. Personal Interview. Date.

Smith, John. Personal Interview. 17 April 2006.

Movie

Title of Film. Director's Name. Perf. Main Actors Names. Production Company, Year.
Medium (Film, Web, DVD, or VHS).

Ex. *Planet of the T-Rex.* Dir. Lindsey Jane. Perf. Kinsley Dickens. Little Big Star, 1989. Film.

Television Show

"Title of Episode." *Title of TV Show.* Network. Station, City. Air Date.

Ex. "Dogs and Dog Owners: Who Owns Who?" *Pets and Their People*. Fox. Peachtree TV,
Atlanta. 4 Jun 2006.

Creating the Notecards:

1. Take a 3x5 card and determine your necessary citation. Label the 3x5 card A (or B, C, D, or E depending on where you are in the process). Enter the citation information.

2. Take a 4x6 index card and label it A1 (or A2 or A3….or even B1, B2, B3 depending where you are in the process).
    -Write a quote.
    -Provide a summary in your own words.

-Explain how this relates to a component in your thesis.

Graduation Project Correlation Examples

Topic	Thesis	Application
Equestrian therapy	Therapeutic riding is an acceptable form of physical therapy for people with Multiple Sclerosis.	Service Learning: Volunteer for an equestrian therapy program by working directly with clients as a therapy assistant.
Solar power	The multiple junction solar cell is the efficient enough for a third-world country to use effectively as a source of electricity.	Physical Product: Design a solar cell that powers a simple water filtration system.
Ice hockey	Ice hockey has its roots in field hockey, lacrosse, and hurling and should therefore be an Olympic sport.	Performance: Become a certified junior ice hockey referee.
Veterinary orthopedic medicine	Veterinary orthopedic medicine requires specialization in human orthopedics.	Job Shadowing: Shadow a veterinary orthopedic surgeon and create a care plan for five patients.
Elizabethan fashion	Elizabethan fashion was a reflection of the social views of the time.	Physical Product: Design and sew an aristocratic Elizabethan garment.
Interior design	Interior design and interior decorating are not the same vocation.	Physical Product: Design an office space for a quadriplegic.

Who's Who in Graduation Project?

All seniors, all faculty members and members of the community will work together to make this project a success. The following are the roles and responsibilities of all participants:

Graduation Project Coordinator:
>   Ms. Deanne Lowe lowed2@gcsnc.com
>   (The coordinator is in charge of organization, scheduling, and related questions).

Faculty Advisor: Each faculty member will serve as an advisor for two to three students.
1. Help the student refine the project idea and create a debatable thesis.
2. Approve the proposal before it goes to the Graduation Project Committee.
3. Complete and sign all applicable forms such as the advisor selection form and student reflections.
4. Read the research paper and work with the student on revision of format, documentation, focus, organization, support and elaboration, style, and conventions. (The responsibility for editing and revision falls on the *student*, not the advisor. An advisor should neither edit nor proofread *for* a student; the advisor's role is to make broad recommendations about issues such as error patterns and improper documentation and confer with the student about revisions that must be made in order for the student to complete the research paper in a satisfactory or exemplary manner.)
5. Hold the student accountable for deadlines. Please do not backdate reflections for students.

Student:
1. Print graduation project packet
2. Select topic.
3. Write proposal for project and submit to English teacher.
4. Write a research paper and submit rough draft and final draft to teacher.
5. Design and create an application and visual, and write reflections under the guidance of their faculty advisor.
6. Prepare a presentation to be delivered before a panel of community judges.

English Teacher:
1. Provide instruction on writing a research paper and preparing a speech.
2. Submit seniors' names to Graduation Project Coordinator for scheduling of speeches.
3. Record deadlines.
4. Assess student visual, application, and reflections.
5. Attend Graduation Project Speech Night

Guidelines for Topic Selection

- **The research topic should be broad enough to allow you access to enough information but narrow enough to make the research specific.** For instance, a student choosing the topic AIDS would find it impossible to include EVERYTHING about AIDS. There is too much information out there, and your research paper, application, and speech would not be focused enough. On the other hand, if you chose to research AIDS cases in infants on a certain road in Guilford County from 2000 to 2005, your topic would be too narrow.

- **The research topic should be something in which you're interested, but it shouldn't be a topic on which you are already an expert.** If you've been a diabetic for 10 years, worked closely with the Juvenile Diabetes Association, and have been a volunteer in the children's diabetic ward in a local hospital, you probably already know a great deal about the subject of juvenile diabetes. Unless you pursue a new angle to diabetes, that topic will not yield much new learning for you. **(Students may not research hobbies, athletics in which they participate, or part-time jobs, unless there is a new angle.)**

- **The research topic should be one that requires cumulative knowledge across grade levels and content areas.** The topic you choose should be a natural outgrowth of interest and combined skills of all, or most, content areas. For example, if you research the changes in the ozone layer, you should use cumulative knowledge from at least English, math, science, and history.

- **The research topic should be challenging to you both academically and creatively.** Take care not to choose a topic that is limited to simple ideas or that has little possibility for extension. The topic should require an academic and creative stretch for you.

- **Choose a topic that would lend itself to the creation of an application, either a tangible product or a service/shadowing project.** It is much easier to make a tangible product when your topic is woodworking than when it is equestrian therapy.

  Choose your topic with the application that you must create in mind. (It must take you 15 or more hours to complete, and you must have documentation through photos and a contact letter if it is not tangible.)

- **Avoid choosing topics that might involve expenses you aren't prepared to handle.** For instance, if your research involves long-distance travel or requires you to purchase a lot of materials, you may want to make another choice. Remember, you aren't expected to spend money in order to complete your project. Expenditures will not enhance the evaluation of your application.

- **Avoid choosing topics that might endanger you or someone else.** For instance, experiments which are potentially explosive or activities such as handling poisonous snakes are not appropriate. You will not be allowed to bring animals such as dogs and snakes to your presentation, so choose wisely.

- **Remember that primary research is one of the requirements of the project.** That means that you need to choose a topic that will allow you to do some personal interviews, informal surveys, etc. to obtain some of your information.

- **Before you make your final choice, do some research!** Find out a little bit about the topics that interest you and then decide which topic would work best with this set of criteria.

- **Use good judgment when selecting your topic.** Remember that you are presenting this to a review board, your English teacher, and members of your community.

Graduation Project Proposal Form for the class of 2021

(Be sure to write your answers on a separate sheet of paper and number your responses to match-up with the questions.)

1. In a well written paragraph, describe the claim that you plan to research and at least four specific areas that you will investigate in your research.

2. Why are you interested in this topic?

3. What previous experience have you had related to your topic?

4. What do you hope to learn from researching this topic?

5. Describe the kind of application you plan to create to go along with your research.

6. Define plagiarism. Write a brief statement explaining that you are aware that plagiarism is against school policy and will result in academic and disciplinary consequences.

- -

<u>Signed Parental Form (Due to your English teacher)</u>

I have discussed with my parent/guardian the responsibilities associated with the North Carolina Graduation Project. My parents/guardians are aware that this will require work outside the school setting. Also, they are aware I will be working on a research paper during the 2019-2020 school year, and an application, reflections, and a presentation during the 2020-2021 school year.

Student's Signature _____Date _____

Parent/guardian's Signature _____ Date _____

Topic selected: _____

Proposal Form Example

Formally declare your project in proposal form to the Graduation Project Committee. We realize that you have had many conversations about your project in class, but this form announces to parents, judges and the Graduation Project Committee exactly what your intentions are. The project committee will then read the letters or forms and approve/disapprove topics and make suggestions. **Once this has been completed, you may NOT change your topic unless approved by the committee, so think seriously about choosing something that will interest you. Re-submissions must be returned to your English teacher by their deadline.** ***The "Approved" letter or form MUST be included in your final Graduation Project Notebook for future grades.***

Graduation Project Proposal [Example]
Jane Doe, Class of 2015

1. For my graduation project, I plan to research equine (horse) therapy. The four areas of research that I will investigate are the <u>history of equine therapy</u>, <u>physical equine therapy</u>, <u>psychological equine therapy</u>, and finally <u>programs and companies that offer these types of therapy</u>.

2. I am interested in this topic because one of my neighbors has a son who benefitted from horse therapy. I see a big difference in the way he copes with his disability now that he has been through this type of therapy. Seeing this has made me curious about the topic.

3. I have no experiences with horses. The only experiences I have with this topic are the conversations I've had with my neighbors.

4. I hope to learn how to take care of horses that are used for equine therapy. I also hope to learn about what it would take to work in this area as a career.

5. I plan to create an informational video about different horse therapy programs in the state. I plan to interview owners, record caretaking of the horses, and hopefully interview my neighbor who has benefitted from horse therapy. I know I will have to get consent forms and documentation for all videoing.

6. Plagiarism is taking someone else's work and not giving them credit, or taking credit for it as your own. I understand that plagiarism of any kind is against Ragsdale policy, and I understand that plagiarism would result in serious academic and disciplinary consequences.

Rubric for Proposal Approval

Graduation Project Proposal Approval Rubric

_____	1a. Is the information for question one presented in paragraph form?
_____	1b. Does the student discuss four specific areas of research?
_____	2. Does the student explain his/her interest in the chosen topic?
_____	3. Does the student explain any related experience?
_____	3a. Does the student have considerable experience with this topic? (For example, is this topic stretch for the student?) Researching one's heritage is a topic in which the student has extensive prior knowledge.
_____	4a. Does the student explain what s/he hopes to learn from this project?
_____	4b. Does the research serve the community? The student? Or society at large?
_____	5. Does the student describe the type of application he/she will create?
_____	6. Does the student correctly define plagiarism?

Additional Comments:

_____
_____
_____
_____
_____

Approval: _____

Resubmit: _____

Feedback for student to use to improve project proposal:

_____
_____
_____
_____
_____
_____

Graduation Project Student Checklist for 2019-2020

Student Name _____   **Advisor** _____

Topic: _____

Fall Semester Schedule

Sept. 6   Student must find a faculty advisor and returned agreement form to English IV teacher by this date.

Sept. 13   Student must meet with advisor to look over his/her paper and discuss plans for application by this date.

Sept. 27   **CHECKPOINT #1** Student submits <u>at least one</u> reflection to advisor for signature; discuss application development

Oct. 11   **CHECKPOINT #2** Student submits <u>at least two</u> reflections to advisor for signature; discuss plans for visual, application development

Nov. 1   **CHECKPOINT #3** Student submits <u>at least three</u> reflections to advisor for signature; discuss visual, application development; **<u>Student also submits visual to English teacher for review and feedback</u>**

Nov. 15   **CHECKPOINT #4** Student submits <u>ALL</u> reflections (15 hours) to advisor for signature; final look at visual and application, begin speech preparation

Nov. 21   **Application, visual, and reflections due through email and** in Media Center by <u>8:40 AM</u> for English teacher review

Nov. 21 – Dec. 11   Students practice speech with advisor and/or in class

Dec. 12   **PROJECT SPEECH and Presentation night 6:00-8:00 PM**

Spring Semester Schedule

Jan. 31   Student must find a faculty advisor and returned agreement form to English IV teacher by this date.

Feb. 7   Student must meet with advisor to look over his/her paper and discuss plans for application by this date.

Feb. 21   **CHECKPOINT #1** Student submits <u>at least one</u> reflection to advisor for signature; discuss application development

Mar. 6   **CHECKPOINT #2** Student submits <u>at least two</u> reflections to advisor for signature; discuss plans for visual, application development

Mar. 26   **CHECKPOINT #3** Student submits <u>at least three</u> reflections to advisor for signature; discuss visual, application development; **<u>Student also submits visual to English teacher for review and feedback</u>**

Apr. 3   **CHECKPOINT #4** Student submits <u>ALL</u> reflections (15 hours) to advisor for signature; final look at visual and application, begin speech preparation

Apr. 16   **Application, visual, and reflections due through email and** in Media Center by <u>8:40 AM</u> for English teacher review

Apr. 16 – April 29   Students practice speech with advisor and/or in class

April 30   **PROJECT SPEECH and Presentation night 6:00-8:00 PM**

Contact Letter Example

To: Graduation Project Committee, Ragsdale High School

From: Jonathan Doe, CEO of Horse Sense – Equine Therapy

Date: April 1, 2018

Subject: Graduation Project Application - Sandra T. Student

To Whom It May Concern,

My name is Jonathan Doe and I'm and the owner and CEO of Horse Sense – Equine Therapy, a non-profit organization created to help individuals with special needs through riding and caring for certified therapy horses.

Sandra T. Student has spent 10 hours with me from January 15, 2018 to March 2, 2018. During this time, she learned how to care for the horses (including daily feeding and grooming), how to lead a horse during a therapy session, and how to appropriately interact with clients. She also worked on creating her final product by videoing a typical day at the Horse Sense farm.

Sandra has been an excellent apprentice and I've enjoyed working with her.

Sincerely,

Jonathan Doe, Founder & CEO

Horse Sense – Equine Therapy, Anytown, NC

(336) xxx – xxxx

jonathandoe@horsesense.com

REFLECTION LOG

(Use a separate reflection log each time you work on your project.)

NOTE: Typing is encouraged but not required. However, legibility is a requirement on the rubric, so be aware of penmanship.

Time Spent on Project: _____
Advisor Signature_____ Date (filled in by advisor): _____

Procedure (What exactly did you do during this time?)
* Writing should reflect the amount of time invested on a particular day and be in complete sentences. You should be documenting, in detail, what work you completed towards your application and how it connects to your research. You should have at least a paragraph (5-8 sentences) reflecting on your time spent.

Reflection (How are things going with your project? Weaknesses, successes? What do you need to do moving forward? What have you learned?)
* Please use at least ten sentences for your response.

**Please have advisor complete the following:

Recommendation(s) based on time spent with your advisee:

Submission Guidelines and Requirements

REQUIREMENT: *When your entire project goes to the media center for grading, you MUST have a folder/binder for your reflections.*

Checklist

- o Organize your reflections in a folder or small binder.

- o Strive for neatness

- o Typed reflection logs are easier to read.

- o Don't wait until the last minute to get the necessary signatures. Refer to the student checklist for the deadlines for reflections and when you should meet with your advisor.

- o Your visual must be emailed to the teacher or submitted on a flash drive. Check to be sure your teacher received the email and that the file opens.

- o If your application is digital, you should email it to the teacher or submit on a flash drive. Check to be sure your teacher received the email and that the file opens.

- o If your application was job shadowing or a service, you should include the letter from your point of contact with that organization in your folder/binder. (See example on page 18 of the manual)

Graduation Project Presentation Planning Sheet

- **Reminder: You may use index cards during your speech. Use this sheet to plan and then transfer the information onto index cards. Helpful Hint: Discuss research for four minutes and application for four minutes, then wrap up speech.**
  - **You must refer to your board at least twice and to your application at least once.**

I.   Content
   A. Hook: _____

   _____
   B. Thesis: _____

   _____
   C.   Body:
      * **Information and details about your topic. (This is the big part of your speech and where you will spend the majority of your time planning. You will need additional paper to organize and plan this section of your presentation.**
      * **You must talk about your research paper AND your application.**

* **Why did I choose this topic?** _____

_____
* **What was my process?** _____

_____
* **What obstacles did I encounter?** _____

_____
* **What was successful?** _____

_____

   D.   Conclusion:
      * **Restate the main idea in a new way (reword thesis):** _____

      _____
      * **What did I learn?** _____

      _____
      * **How does it affect me?** _____

      _____
      * **"So what?" (Explain how this information is important to the audience.)**

      _____

      _____

II.   Visual Aids (You must have at least two. The display board must be one.)
   My visuals are _____

Calculating the Grade

- **The Graduation Project –research paper counts 20% of your course grade in English III. The Graduation Project counts 20% of your course grade in English IV (visual, reflections, presentation, and application).**

- **The research paper is scored by the English III teacher.**

- **The application, visual, and reflection are scored on a 0-4 scale by the English IV teacher.**

- **The speech is scored on a 0-4 scale by a board of at least three community judges. The scores are averaged for a speech grade.**

- **An average is calculated for the visual, application, reflections, and speech and then converted to a numerical grade.**

- **For every day one of the three major components (paper, applications/reflections/visual, speech) is late, the student will lose 10 points (including weekends.) This includes any portion of the required elements. Students who are absent on due dates are STILL responsible for getting the assignment to school on due date to receive full credit.**

- **If the student submits a paper in which others' ideas are used and not credited, that student must resubmit a paper.**

- **Extended time is only granted on *rare* occasions and must be approved by your English teacher AND Graduation Project Committee at least one week before the due date of the element for which the student is asking for an extension.**

- **The Graduation Project Coordinator is available to answer students' questions. Students simply need to schedule an appointment with Deanne Lowe. She is NOT responsible for grades or appeals.**

SENIOR PROJECT PAPER RUBRIC

Exemplary 4	Satisfactory 3	Developing/ Emerging	Resubmission Necessary 1
Insightful and focused thesis statement; includes proposal.	Thesis statement has adequate insight and focus; includes proposal.	Thesis has minimal insight and focus; no proposal present.	Thesis statement has no insight or focus; no proposal present.
Effectively provides logical progression of related ideas and supporting information as revealed through effective transitions between points	Adequately provides progression of ideas and supporting information using adequate transitions between points	Provides a poorly organized progression of ideas and supporting information by ineffectively incorporating transitional statements.	Does not provide a progression of ideas and supporting information
Arrives at a well-documented, logical conclusion, involving critical thinking in 6-8 pages.	Arrives at an adequately-documented conclusion in 6-8 pages.	Arrives at an insufficiently documented conclusion in 6-8 pages.	Does not arrive at a documented conclusion in 6-8 pages.
Effectively synthesizes complex ideas from research sources. Dialogue and connection between sources is skillfully accomplished.	Sufficiently synthesizes ideas from research sources. Dialogue and connection between sources is present	Ineffectively synthesizes ideas from research sources. Dialogue and connection between sources is somewhat present.	No evidence of synthesizing ideas from research sources.
Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Lacks supporting information clearly relevant to thesis and its related ideas.
Provides a meaningful presentation of multiple perspectives.	Provides an adequate presentation of multiple perspectives.	Provides a limited presentation of multiple perspectives.	Does not present multiple perspectives.
Skillfully integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to emphasize important content.	Effectively integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.	Includes student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.	Shows no use of student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.
Exhibits skillful use of language, including effective word choice, clarity, varied sentence structure, paragraph structure and consistent voice.	Exhibits good use of language, including some mastery of word choice, clarity, varied sentence structure, paragraph structure and consistent voice.	Exhibits ineffective use of language, including weak word choice, limited clarity, limited variety sentence structure, limited paragraph structure and inconsistent voice.	Exhibits severely flawed use of language, including weak word choice, no clarity, no variance of sentence or paragraph structure and no voice.
Demonstrates a sophisticated and consistent use of the prescribed format (MLA), including pagination, and citations of six sources minimum.	Demonstrates adequate use of the prescribed format (MLA), including pagination, and citations of six sources minimum.	Demonstrates limited use of the prescribed format (MLA), including pagination, and citations of six sources minimum.	Demonstrates no use of the prescribed format (MLA), including pagination, and citations of six sources minimum.
Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.

Graduation Project Presentation Evaluation Form

Student: _____   Research Topic: _____

Application: _____

STUDENT MUST TALK ABOUT RESEARCH FIRST THEN DISCUSS THEIR APPLICATION

SCALE

4   Outstanding evidence of descriptor (prepared and followed outline)

3   Substantial evidence of descriptor (minor flaws exist)

2   Some evidence of descriptor (seemed slightly prepared)

1   Little evidence of descriptor (seemed disorganized and "winging it")

0   No evidence of descriptor (showed little interest in speech)

I. Content	4 - Exemplary	3 - Satisfactory	2 - Developing	1 - Emerging	0 - Missing
Hook captures attention with creative introduction (Use of quotes, question, shock statement, or definition as possible hooks)					
Discussion of research (thesis, logical sequence of research, detailed information from research, shows connection between paper and application).					
Explanation of application development (explains process of creating application.					
Explanation of obstacles and success in creating application.					
Conclusion (explains what was learned).					
II. Visual Aids					
Professional appearance (Males: shirt & tie, dress pants, no sandals or tennis shoes; Females: pants or appropriate skirt/dress, no flip flops or tennis shoes). No costumes or uniforms; unless military uniform. Student must shake hands with each judge upon entering.					
Visual aid catches the eye, is neat, enhances the content of speech; must be present. (If no visual, score must be a "0").					
III. Delivery					
Dynamics (volume, rate of speech, expression, enunciation, punctuation, fluency).					
Nonverbal (Maintains eye contact, posture and gestures are appropriate and do not distract).					
Evidence of planning and rehearsal (shows that the student spent time practicing speech; did not read note cards/slides) ***Must receive a "1" if over half the speech is read.**					
Extemporaneous Questions: (competent in answering questions.) **All speakers must be asked follow-up questions by at least one judge.**					
Time requirement (Counts X2) 8-10 minutes = 4 6:31-7:59 minutes =3 4:31-6:30 minutes = 2 2:31-4:30 minutes = 1 Less than 2:30=0 (If a student exceeds 10 minutes, must receive a 3). **If speech sounds unrehearsed (just trying to meet time) do not give a 4. ***If student arrives late, deduct one point.**					
Comments:					

To be completed by English teacher

_____/52

Student Name: _____   **Senior Project Rubric (excluding Speech)**

Components	Required Elements:	4-Exemplary	3-Satisfactory	2-Developing/Emerging	1-Resubmission Needed	0-Missing
Reflections 20%	o All legible and readable o Completed by target dates (in student checklist) o Documents 15 hours spent on application and visual o At least 5-8 sentences summarizing what was done o At least 10 sentences reflecting on overall progress, including self-evaluation and assessment of obstacles/successes o Signature of advisor present on all	All items included and show exemplary quality Explain: _____ _____ _____ _____ _____ _____ _____	Missing one element or quality is satisfactory Explain: _____ _____ _____ _____ _____ _____	Missing two elements Explain: _____ _____ _____ _____ _____ _____	Missing three elements Explain: _____ _____ _____ _____ _____	Missing more than 3 elements Explain: _____ _____ _____ _____ _____ _____
Visual 20%	o Represents quality o Includes clever title/title slide o Variety of research-based information and captions (reflects learning) o Chart/graph/diagram included o Photos of student-directed actions toward application o Represents original work (limit of 3 professional sources)	All items included and show exemplary quality Explain: _____ _____ _____ _____ _____ _____	Missing one element or quality is satisfactory Explain: _____ _____ _____ _____ _____ _____	Missing two elements Explain: _____ _____ _____ _____ _____ _____	Missing three elements Explain: _____ _____ _____ _____ _____	Missing more than 3 elements Explain: _____ _____ _____ _____ _____
Application 20%	o Tangible element or contact letter provided for job shadowing/service project o Demonstrated learning by showing creativity, problem-solving, and/or application of acquired knowledge o Represents quality work and effort o Shows evidence of self-directed actions	All items included and show exemplary quality Explain: _____ _____ _____ _____ _____ _____	Missing one element or quality is satisfactory Explain: _____ _____ _____ _____ _____	Missing two elements Explain: _____ _____ _____ _____ _____ _____	Missing three elements Explain: _____ _____ _____ _____ _____	Missing more than 3 elements Explain: _____ _____ _____ _____ _____