Student Portfolio Handbook

For Senior Project



Thomas A. Edison High School

John C. Fareira Skills Center

151 West Luzerne Street

Philadelphia, PA 19140

(215) 324-9599

“Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.” - Mark Twain

Edited Oct. 2013

SCHOOL DISTRICT OF PHILADELPHIA

Thomas Alva Edison High School

John Fareira Skills Center

151 W. Luzerne Street

Philadelphia, PA 19140

Charles Baltimore Telephone: 215-324-9599

Principal Fax: 215-329-5824

October 31, 2013

Dear Parent/Guardian:

Your senior student will be completing the Multidisciplinary/Service Learning Project also known as the Senior Project to fulfill the state requirement for graduation. This project is a comprehensive undertaking that includes academic writing, research and presentation, and community service. The purpose of the senior project is to assure that students are able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding.

The components of the Senior Project include: Portfolio (Autobiographical Essay/Post Secondary Application Essay and Letters of Recommendation), Research Paper, Oral Presentation, and Community Service.

In most cases, you will complete the project under the direction of the English 4 teacher or the Career and Technical Education (CTE) teacher. If you are not rostered to a CTE class this year, the directions will come from the designated English 4 teacher, mentor, or the Senior Project Coordinator. Your encouragement is extremely important. It is critical that you review the Senior Project Handbook with your student and check to ensure that he/she is meeting every deadline as outlined in the handbook.

This is truly an exciting educational experience. As the weeks progress, seniors will be receiving materials related to the project. Please join us in supporting your senior on their journey toward accomplishing this goal.

Sincerely,

Charles Baltimore, Principal

SENIOR PROJECT PARENT LETTER RETURN SLIP

DATE DUE: November 15, 2013

I have read and reviewed all the information in this letter regarding the Senior Project graduation requirement. I have also verified that my senior student has received and reviewed the Senior Project Handbook. Both my student and I are committed to the successful accomplishment if the Senior Project task by following all guidelines, completing all five components and meeting all deadlines.

STUDENT SIGNATURE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT NAME (PRINT) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PARENT SIGNATURE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PARENT NAME (PRINT) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ENGLISH 4 /CTE TEACHER SIGNATURE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ENGLISH 4 /CTE TEACHER NAME (PRINT) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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October 31, 2013

**Edison High School/Fareira Skills Center**

**SENIOR PROJECT**

**2013-2014**

Congratulations! You made it to your senior year! You are now ready to tackle a major project that will help you prove that you can apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding. The Senior Project is a mandatory requirement according to the School District of Philadelphia and the Pennsylvania Department of Education Code **§ 4.24.**The purpose of this culminating project is to prepare you for your life after graduation. This project will allow you to become more knowledgeable about local or global issues, experience some volunteer work, present your research, and write autobiographical and reflective essays on your experience and growth.

You must complete and pass your senior project and all its required parts to meet the state requirement for graduation. Students who do not meet the criteria outlined in the grading section of this project will not be able to graduate and will be required by the School District of Philadelphia to complete their Senior Project again in Summer School. You MUST earn an “M” (Mastered) in order to graduate. The project will be managed by you, the student. It is your responsibility to make sure that you have completed all requirements. Your English 4 teacher, the Senior Project Coordinator, the school’s guidance counselor and mentors will assist you in this process. Your English 4 teacher will enter the final grade, if you do not have English 4, the Senior Project Coordinator will do the evaluation.

In most cases, you will complete the project under the direction of the English 4 teacher or the Career and Technical Education (CTE) teacher. If you are not rostered to a CTE class this year, the directions will come from the designated English 4 teacher, mentor, or the Senior Project Coordinator.

Given the comprehensive nature of this project, it is imperative that you reach out to a mentor to guide you and help you choose wisely and work efficiently. There will also be mentors who could advise and help you in your endeavors.

DO NOT procrastinate and DO NOT plagiarize. Ask for help and meet all the deadlines. This is a significant project and will have a major influence on your graduation status. Embrace this challenge with an open mind and relentless heart. Your success is our goal!

Have a great senior year and may you enjoy every step of the way. Understand that this part of your overall requirement is important in order to pursue your dreams.

Mrs. R. Heywood

English Department Chair

Senior Project Coordinator

Room 201 - Classroom

Room 216 – Office

Five Part Components of the Senior Project

Portfolio, Research Paper, Oral Presentation, and Community Service

**Part I Portfolio**

The Portfolio is a compilation of several documents. It consists of an autobiographical essay and post secondary application essay, three letters of recommendation, Senior Project Reflection, and all graded rubrics and signed forms. Your English 4 teachers or the Senior Project Coordinator will evaluate your portfolio.

**Part II Research Paper**

The research paper should be completed in your English 4 classes. The following criteria must be followed.

1. Your topic must be approved by your English 4 teacher. **You must examine a relevant issue that affects you or your local or global community**. Write a proposal of what you plan to do by explaining the need to examine the issue and/or what is currently being done about it. You may select a topic that you are interested in exploring. Make sure you defend the relevance of your interest in the topic and propose valid arguments for your topic to be approved.
2. The final paper must be at least 6-8 pages, excluding the Works Cited page.
3. Your bibliography page must have at least 5 verifiable and valid sources. Wikipedia is not acceptable.
4. Citations must be done in MLA format. Tip: Use http://citationmachine.net or www.easybib.com.
5. Documents must be 12pt. font, Times New Roman and double-spaced.

**Part III Oral Presentation**

Oral Presentations will be scheduled by the English 4 teachers. If all components are not completed correctly by the final submission date listed in the deadlines section of this handbook, the student will not be permitted to present during presentation week, and thus may not graduate.

A panel of at least 3 members will evaluate your presentation based on the rubric below. If it is deemed unsatisfactory, you will revise your work and reschedule your presentation.

All presenters must be dressed appropriately and professionally. Speeches and presentations should be practiced before the actual day. It has to be 7–10 minutes, and must include visual aids such as PowerPoint slides (7-10 slides) or video. Be prepared to answer questions and defend your research and findings. The presentation must be proficient to be deemed acceptable.

The following outline may be followed:

1. Rationale for Selecting the Topic/ What made you select this project? Why did you choose to work on this topic?
2. Background Information/ Identify and describe your project.
3. Research Findings and Data
4. Relevance/ What did you learn?
5. Cite source

**Oral Presentation Rubric**

**SPEAKING SKILLS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DELIVERY** | **Advanced**  **4** | **Proficient**  **3** | **Basic**  **2** | **Below Basic**  **1** |
| (Presenter doesn’t rush, shows enthusiasm, avoids likes, ums, kind ofs, you knows, etc. Uses complete sentences.) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EYE CONTACT** | **Advanced**  **4** | **Proficient**  **3** | **Basic**  **2** | **Below Basic**  **1** |
| (Presenter keeps head up, does not read, and speaks to whole audience.)  Presentation involves audience, allowing time for audience to think and respond. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **POSTURE** | **Advanced**  **4** | **Proficient**  **3** | **Basic**  **2** | **Below Basic**  **1** |
| (Presenter stands up straight, faces audience, and doesn’t fidget.) |  |  |  |  |

**CONTENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **INTRODUCTION** | **Advanced**  **4** | **Proficient**  **3** | **Basic**  **2** | **Below Basic**  **1** |
| Presentation begins with background information and rationale of the research. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TOPIC DEVELOPMENT** | **Advanced**  **4** | **Proficient**  **3** | **Basic**  **2** | **Below Basic**  **1** |
| The thesis is clearly stated.  Topics are clearly organized and supported by data.  Presentation shows full grasp and understanding of the material.  Sufficient visual aids (7-8 PowerPoint slides or video) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONCLUSION** | **Advanced**  **4** | **Proficient**  **3** | **Basic**  **2** | **Below Basic**  **1** |
| Presenter summarizes research.  Presenter is able to answer questions from the panel.  Presenter highlights what he/she learned from his/her experience. |  |  |  |  |

**Oral Presentation**

Your speech and presentation is an extremely important part of the Senior Project. It is imperative that you make every effort to exhibit mastery of your chosen subject to a panel made up of community leaders and educators. Your personal appearance and demeanor are extremely important and you should be familiar with all aspects of your presentation including PowerPoint and other technological aspects of your presentation.

**STEP 1: What are you going to talk about?** Answer the following questions. Referring to the Project Self-Analysis form and Task Analysis form might help.

1. How do your paper and project connect?

2. What emotions did you experience as you worked through the paper and project? (anger? excitement?

pride? frustration?)

3. What problems did you encounter (money? time management? skill deficiencies?) Explain.

4. What personal growth did you gain from the paper and project? What self-knowledge did you gain? What knowledge of your topic did you gain?

5. How did the project affect your plans for your future? Explain.

**STEP 2: How am I going to say this?** Use the answers to the questions above as reference.

1. Organization--jot your ideas on separate 3x5 cards and arrange them into an order that is logical and

pleasing.

2. Slip blank cards into spaces where visual aid is needed or would be appropriate.

3. Add blank cards for introduction and conclusion.

4. If you have a project that can be displayed, jot your ideas for that display on one card, i.e., photographs.

5. Plan your introduction. The introduction should:

a) Grab attention

b) Make topic thesis clear. (Be sure to mention both paper and project.)

c) Take no more than 60 seconds.

*Consider using quotations, readings. dramatics, jokes, surveys, or other audience participation*

*sets, games, audio-visual devices, demonstrations, or questions.*

6. Plan your conclusion. A good conclusion should:

a) Restate topic/thesis.

b) Leave the audience thinking.

c) Take no more than 30 seconds.

7. Plan the display of your project. Will it be an on-going, integral part of your speech, such as

a slide show? Part of your introduction? Happen after your conclusion? Will you wear it?

Sit on it? Serve up samples? Avoid passing items around during your speech-this causes

too much distraction.

8. Plan your visual aids.

9. Make sure your teacher knows what AV equipment you will need and you can use it!

10. Look at each idea card and fill in details, colorful anecdotes, and factual information.

11. Place all cards back in order and begin practicing your speech.

**STEP 3: Speech techniques to remember:**

1. Eye contact--This is extremely important. Practice often enough that you rarely need to look at your cards. Remember this is a friendly audience. Your peers and your judges are pulling for you. You need the reinforcement that their encouraging expressions will give you. Look at them. True communication happens with the eyes. A speech without eye contact is only half a speech.

2. Posture-Stand proud. You have a right to be. You have accomplished a great deal. Avoid:

a) gripping the podium--white knuckles are so unattractive.

b) locking your knees-you've come too far to faint now.

c) twitching, wiggling, shaking.

*You want your audience to pay attention to what you are saying*.

3. Voice-Your voice needs to:

a) be loud enough to be heard.

b) vary appropriately in pitch and tone.

4. Gesture-Use your hands to help make your point. Gestures should be natural and spontaneous, not choreographed and mechanical.

5. Props--Plan and practice using any props you will need.

**STEP 4: Prepare for questions**.

Of course, there is no way to know for sure what the panel members will ask you, but you can make some educated guesses, and that process will provide you with the confidence and clear-headedness to take on any queries. Answer the following brainstorm questions:

1. Why did you choose your topic/ careers?

2. What was the most difficult part of doing your project?

3. Why do you consider your project a learning stretch?

4. What did you learn about yourself by doing the Senior Project?

5. What was the most valuable asset in accomplishing your project?

6. What advice would you give to juniors about to undertake this project?

7. What skills did you develop in doing this project?

8. How much time did you spend?

9. Did the project involve knowledge learned in numerous classes?

10. How did you feel about completing your Senior Project?

PRACTICE.

PRACTICE.

PRACTICE.

\*\*Presentations will happen AFTER school. You will need to sign up for your 10 minute time slot. More information will be coming at a later date.

**Part IV Community Service**

You must complete 30 hours of community service by volunteering for some non-profit, local civic, and/or school or faith-based organization for the betterment of the community. You may not be paid for this service. You need to get approval (signed form or written permission) from your mentor, English 4 teacher or the Senior Project Coordinator) prior to volunteer work and compete a Volunteer Program Agreement. You must also complete a Community Service Log during the course of your experience.

This component of the Senior Project is an independent part of the project. You are responsible for soliciting organizations to help you complete this component. It is wise to network and ask your teachers, relatives, friends, pastors, community leaders where you can perform the required number of hours. You may combine hours from different organizations. All community service documentations need to be turned in to your English 4 teacher.

**THOMAS A. EDISON HIGH SCHOOL**

**JOHN C. FAREIRA SKILLS CENTER**

**VOLUNTEER PROGRAM AGREEMENT**

School regulations require a written agreement for student volunteers in a service learning program. The purpose of this agreement is to clarify conditions of volunteer service for all concerned parties. This agreement can be terminated at the request of the signatory and at any time if any of the concerned parties fail to live up to their responsibilities. This action, however, should not be taken until all parties have been notified and the supervisor and mentor have had an opportunity to meet and discuss the matter.

NAME OF FIRM \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TELEPHONE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PERSON RESPONSIBLE FOR SUPERVISION \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ADDRESS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME OF STUDENT VOLUNTEER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ AGE \_\_\_\_\_\_\_\_\_\_\_\_ SS#/Student ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CAREER OBJECTIVE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

VOLUNTEER SCHEDULE (HOURS)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SUN | MON | TUES | WEDS | THURS | FRI | SAT |
| FR TO | FR TO | FR TO | FR TO | FR TO | FR TO | FR TO |
|  |  |  |  |  |  |  |

DUTIES OF STUDENT VOLUNTEER

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The School District of Philadelphia does not discriminate on the basis of race, sex, ethnic background, or handicap in the admission of students to any educational programs. Employers likewise are expected to adhere to state and Federal Anti-Discrimination Laws including the Anti-Sex Legislation in Title IX of the Education Amendments of 1972.

We the undersigned agree to the regulations and statements contained in this agreement.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Volunteer Date Parent/Guardian Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Volunteer Supervisor Date Mentor Date

Thomas Edison High School — Service Learning Log

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Duty/Activity | Time | Hours | Sponsor’s Name (Print) | Sponsor’s Signature |
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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Project Grade**

You must pass **ALL** components of your Senior Project in order to meet graduation requirements.

Once you satisfactorily complete all the parts, you will receive an “M” (Mastered) in your report card. An incomplete will be given if you fail to complete and pass any of the five parts. Your project will be evaluated based on the criteria/rubric included in this handbook.

Your project final grade will receive one of the two scores: Proficient (meets minimum expectations) or Below Proficient (does not meet minimum expectations). In order to receive your Senior Project Credit, you must receive a Proficient on your Senior Project. Your English and CTE teachers will be grading the individual assignments to help ensure that they meet the requirements. Your teacher may require you to revise or edit an individual assignment so that it meets the Proficient level. These individual assignment grades will help determine the overall assessment of the project.

If you do not complete the senior project, you cannot graduate with your class in June in accordance with the Pennsylvania State Law and the School District of Philadelphia.

**Timeline, Deadlines, and Calendar**

English 4 Teachers will update you with deadlines.

|  |  |  |  |
| --- | --- | --- | --- |
| **Components** | **Individual Parts** | **Due Dates** | **Grade** |

|  |  |  |  |
| --- | --- | --- | --- |
| Portfolio | **Autobiographical Essay** |  |  |
| **3 Letters of Recommendation** |  |  |
| **Senior Project Reflection Essay** |  |  |
| **Post Secondary Application Essay** |  |  |
| **Rubric** |  |  |

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| --- | --- | --- | --- |
| Research Paper | **Written Proposal** |  |  |
| **Approved Proposal** |  |  |
| **Research Outline** |  |  |
| **Typed Research (6-8 pages)** |  |  |
| **Work Cited Page (at least 5 sources)** |  |  |
| **Rubric** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Oral Presentation | **PowerPoint Slides (7-8 )** |  |  |
| **Outline** |  |  |
| **Practice** |  |  |
| **Business Attire Ready** |  |  |
| **Rubric** |  |  |

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| --- | --- | --- | --- |
| Community Service | **Community Service Search** |  |  |
| **Community Service Agreement** |  |  |
| **Community Service Log** |  |  |
| **Service Letter from the Organization** |  |  |

**Timeline/Planning**

**EXAMPLE:**

**November 2013**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
|  | **Find a topic for your Senior Project Research** |  | **Write your autobiography** |  |  |  |
|  | **Find a Mentor** |  | **Revise your autobiography.** |  |  |  |
|  |  |  | **Approach teachers or mentors to write you a recommendation letter.** |  |  |  |
|  | **Find an organization to do your community service.** |  |  |  | **Get Community Service Agreement signed** |  |
|  | **Start Community Service Hours** |  |  |  |  |  |

**December 2013**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
|  | **Active Research and Community Service**  **IN PROGRESS** |  |  |  |  |  |
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**January 2014**

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| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
|  | **Final Draft**  **should be submitted.** |  |  |  |  |  |
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**February 2014**

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| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
|  | **Research should be completed!** |  |  |  |  |  |
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**March 2014**

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| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
|  | **Oral presentation**  **will be scheduled in March** |  |  |  |  |  |
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**April 2014**

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| --- | --- | --- | --- | --- | --- | --- |
| **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
|  | **Grades for the Project due in April** |  |  |  |  |  |
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**The Research Paper**

“Research is formalized curiosity. It is poking and prying with a purpose.”

--- Zora Neale Hurston

**Selecting a Topic**

Take the time to select a topic thoughtfully.

**Guiding Questions:**

**Does this subject really interest you?** This project gives you the opportunity to select and design a major portion of your academic work. Choosing a subject of genuine interest will make the work interesting and valuable to you.

**Are mentors and ample sources of information readily available?** Material for your research should be obtainable. Most important, community members and experts in the field are essential resources. City and county libraries complement our limited high school resources. College, university, and state libraries expand your capability to retrieve data.

**Can a personally meaningful and challenging project be developed from this topic?** Whether you create a product, present a performance, or perform service, you need to feel that the work you do is meaningful and challenging to you.

**Is the topic, along with the related project, one that you would want to present to an audience**? You must be willing to share your work with your teachers and with other students.

**Can you focus the topic?** It is better to have a focused topic that is fully developed than a broad topic that cannot be adequately covered in a paper if the length required for the assignment.

**Does this topic offer a challenge?** If you are conducting a real research, you will discover new material-new facts, new ideas, new opinions, and new insights. Above all, you should select a topic that will allow you to go beyond your current base of knowledge, ideas, opinions, and insights.

**Has the topic been agreed upon by the student, parent, and teacher?** It is important that your teacher, parents, and others involved in the project understand the expectations and plans for your project. Parents sign your project proposal to acknowledge their understanding of the project. To facilitate this communication, you will complete a formal project proposal describing where and from whom the research will be collected, what the paper might cover, and what kind of project the topic might generated.

Choose a topic / ask questions

* imagine something you are dying to know more about, you are curious to know about…
* imagine something you truly believe in
* cover original territory that is CONTROVERSIAL
* imagine the point you have to prove, or want to change
* imagine something that you want to understand

Essential questions

* examples usually begin with WHY or HOW . . .
  + How are adults who were sexually abused as children affected psychologically? (sexual abuse)
  + Why is the language in hip hop blamed for promoting violent behavior in teenagers? (music)
  + How can we learn from the architects within nature to better construct our own buildings? (biology)
  + Why are community murals so important to the revitalization of neighborhoods in Philadelphia specifically?
  + How are murder cases solved in Philadelphia (if they can be)? (gun violence)
  + Why is human nature based in binary decision making like yes and no, either/or, black & white?
  + How can bodies endure trauma despite our fragility? (psychology)
  + Why are celebrities paid more than the people they portray in film and TV? (media literacy)
  + How do some businesses thrive despite a recession and other poor economic indicators? (economics)
  + Why do people develop sleep apnea and how can sleep disorders of this kind be treated effectively?

Sub-questions

* usually begin with who, what, when & where
  + who invented the MRI to scan brains for concussions and other damage?
  + what are the most dangerous cities in the United States?
  + when was the second world war over?
  + where can ostriches be found in their natural habitat?
  + who can smoke Marijuana legally in the tri-state area?
  + what is the greatest threat to a sustainable environment today?
  + when will Cancer become obsolete?
  + where in the world is the economy at a surplus?
  + who is the head of the Philadelphia Mural Arts Program?
  + when are we most susceptible to injuries that stunt human growth?
  + where are the abortion clinics in the Philadelphia area?

Titles

May have two parts: an imaginative, creative half, and a factual, defining half. Alternatively, use your essential questions.

* + “How do concussions affect the brain? Football and Safety in the Age of High Impact Sports”
  + “Gay Marriage: the New Civil Rights Issue and the Politics of American Prejudice”
  + “Can Teen Pregnancy be Remedied? Ideas on Prevention and Responses”
  + “When the personal is Political: Double Standards between Male and Female gender roles”
  + “Crohn’s Disease: My Mother’s Journey”
  + “When No Means No: Rape in the 21st Century and How we Can Change the Culture of Sexual Assault”

Take careful notes. Document your research.

Use note cards for your bibliography - Work Cited Page - (5 books or websites)

* books are reliable- can be library loaned, bought, or borrowed
* may be supplemented by 3 articles, if not more

**Senior Project Proposal**

Typed Proposal (1-3pages)

* topic = the general subject area of your research (such as: community murals, gun violence, bird migrations, motorcycles, fashion merchandising, domestic violence, child abuse…)
* why this topic = the reasons YOU choose to research this topic for the year (such as: I have always been an artist; sports compel me to understand my strengths and weaknesses; clothes do not define me . . . )
* how this will benefit you and others= the ways in which this research will positively affect you & more than just you; how you can reach beyond yourself with this research
* what questions you want to answer)= the who, what, where, when questions (such as: who invented the combustible engine? what is a genetic mutation? where is “fracking” most prevalent? when will the oceans be empty of fish? when is the best time to sell stock? who really is a corporation?)
* an essential question= the umbrella that covers all others/the how & why questions (such as: how do murals benefit communities in tangible ways? why will we need to treat whole families when there is spousal abuse? how are the police biased against immigrants? In what ways are we incomplete without television?)
* a possible community service application= how this project could be put into action (you will paint a mural, build a motorcycle, volunteer in a health clinic, intern in a law office . . . )

**Senior Project Proposal Format**

The proposal for the senior project shall be 1-3pages (plus title page) in length consisting of the following sections:

**Title Page**

Student Proposal

Project Title

Course Name – Senior Project

Date

Student Name

Book Number

Project Advisor (CTE Teacher or English 4 Teacher)

**Problem Statement**

Introduce the problem to be solved by the project. Include any background information necessary for understanding the problem. It is imperative that the scope of the project be reflective of the given CTE major, for non CTE students be reflective of the student’s years of studies at Edison-Fareira High School.

**Project Objectives**

Present the overall goal of the project. The goals must be measurable so that it will be known when they have been achieved. There should be some interim objectives that will be milestones in the schedule.

**Proposed Plan of Action**

List your initial plan on accomplishing the objectives, broken down into smaller tasks. For team projects, identify clearly who is responsible for each task. Give a tentative number of hours for each task. A detailed timetable should be constructed for this purpose. Use Microsoft Project or other similar software for this purpose. The timetable will also help the group or individual to keep track of time and resources.

Provide a schedule for completing the project with some milestones listed between the start and end of a project, such as:

* Design the device/circuit
* Simulation/calculations completed
* Layout system
* Project demonstration
* Prototype system/board produced
* Device/board tested
* Final report

**Project Deliverables**

List the items the project will produce to verify the objectives were met (report, drawings, demonstrations etc.) You the student define with the teacher what you are graded on.

**Project Budget**

Estimate the amount needed for supplies, prototype materials, sources of funding, any special equipment that may be required.

**Research topic ideas:**

**Suggested sites:**

**http://www.buzzle.com/articles/high-school-senior-project-ideas.html**

[**http://www.k12.hi.us/~nbishop/Forms/Project%20Ideas.pdf**](http://www.k12.hi.us/~nbishop/Forms/Project%20Ideas.pdf)

**Potential Topics for Senior Project**

1. **Illegal Immigration**
2. **Racism (high school, workplace, etc.)**
3. **SAT Exams**
4. **Alternative Fuels**
5. **Capital Punishment**
6. **Animal Euthanasia, abuse, research**
7. **Prisons (adult/youth)**
8. **Assisted Suicide**
9. **Right to Die**
10. **Teen Suicide**
11. **Identity Theft**
12. **Bilingual Education**
13. **Film-rating System**
14. **Internet Control**
15. **A particular sport controversy (steroid use, etc.)**
16. **Professional wrestling/boxing**
17. **Child Abuse**
18. **Bio-engineering (stem cell, cloning, etc.)**
19. **Poverty/Homelessness**
20. **Gangs**
21. **Volunteerism**
22. **Teenage Pregnancy**
23. **Impact of media, video games, etc.**
24. **Psychological Disorder (Bipolar Disorder)**
25. **Autism, Down Syndrome, Tourette’s Syndrome**
26. **Attention Deficit Disorder (ADD)**
27. **AIDS**
28. **Fad Diets**
29. **Social Security**
30. **Government subsidies**
31. **Food Stamps**
32. **Hate Groups**
33. **Peace Corps**
34. **Drug Issues**
35. **Assault Weapons**
36. **Terrorism**
37. **Dysfunctional Families**
38. **Foster Children**
39. **Organ Transplants**
40. **Organ Trafficking**
41. **Graffiti**
42. **Merit Pay**
43. **Charter School**
44. **Teens and Drug Abuse**
45. **Social Anxiety Disorder**
46. **Welfare Reform**
47. **Holistic Medicines**
48. **Affirmative Action**
49. **Sweatshops**
50. **Adult Literacy**
51. **Extreme Sports**
52. **Credit Card Debt**
53. **Teenage Emancipation**
54. **Personal Injury Lawsuits**
55. **Child Issues (parenting, abandonment, custody, etc.)**
56. **School Shootings**
57. **Computer Issues and Repairs**
58. **Impact of Advertising/television, magazine**
59. **Senior Citizens issues, care, Alzeimers**
60. **Police Conduct**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period: \_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Thomas Edison High School-John Fareira Skills Center

**TOPIC APPROVAL FORM**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ currently enrolled at Thomas Edison High School, understand that a major requirement of my senior year is to research a topic of my choice, which will be developed into a research paper. The research paper will have 6-10 pages, including at least 5 sources that will be cited throughout the paper. The paper must represent high quality research and demonstrate a senior level analysis of my thesis.

Failure to have an approved topic may delay or prevent my graduation and could seriously impact my final grade. I understand that I may not work on a project without written approval by my English 4 or CTE teacher or the Senior Project Coordinator.

Below is my proposed topic:

1. State your research topic and working thesis.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the sources and outside contacts you think you will need to prove your thesis. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For Teacher use ONLY:

Approved: \_\_\_\_\_\_\_

Disapproved: \_\_\_\_\_\_\_

**Plagiarism and How to Avoid It**

Definition

To plagiarize is to present another person’s words or ideas as if they were your own. It is a form of stealing and is an extremely serious offense, which can result in failure of a course or loss of credit for an assignment. It can be intentional or unintentional, but either way, it is still considered an offense.

Guidelines to Avoid Plagiarism

1. Always give credit to the source of ideas and words that are not your own.

2. Document these sources accurately and completely (see “Documentation”)

3. If you quote someone else, put the quoted material in quotation marks.

4. If you use someone else’s ideas, tell whose ideas they are.

5. If you summarize or paraphrase someone else’s words tell where you obtained the idea

and the author of that idea.

Taking Notes and Avoiding Plagiarism

1. Record the correct documentation as you take the notes.

2. Be sure to include the source and all necessary information as you take the notes.

Having to go back after you have finished with a source will add a great deal of extra time

and effort, perhaps causing you to plagiarize.

3. Be consistent in your style of note taking. Using the correct format in this procedure will

help to avoid problems.

**Examples of Plagiarism and Correct Version**

**ORIGINAL**

**MATERIAL**

Withering Heights is the most remarkable novel in English. It is perfect and perfect in the rarest way; it is the complete bodying forth of an intensely individual apprehension of the nature of man and life. That is to say, the content is strange enough; indeed, baffling enough, while the artistic expression of it is flawlessness.

**PLAGIARIZED**

The most remarkable novel in English is Wuthering Heights. It brings forth an individual apprehension of the nature of man and life. Therefore, it is perfect in the rarest way. The artistic expression is flawless, but the content is strange, indeed baffling.

NOTE: This is the worst form of plagiarism. The student has simply reversed the order of each sentence, retaining the essential phrasing with no documentation whatever, which implies that these are the student’s own words and phrasing.

**PLAGIARIZED**

Wuthering Heights is a great English novel. It is perfect in the rarest way: it provides an individual apprehension of man’s nature. The artistic expression is flawless, although the content is strange and baffling (Alan 223).

NOTE: This is also unacceptable, even though the student has documents the citation, but has obviously copied almost directly from the source, just changing only a few words and phrases.

**ACCEPTABLE**

Walter Allen insists that the “artistic expression of Wuthering Heights is perfect, and admits that the content is odd and even confusing. He further argues that the novel is without fault it accurately presents “an intensely individual apprehension of the nature of man and life. (Allen 223)

**Senior Project Cover Page**

The Senior Project will be compiled in a one or two-inch binder. All documents should be in a plastic sheet protector. The front page of your binder is just like the cover of a book. Specific information that identifies you or your work should be taken into account when designing your cover. Like a book’s cover, the front page of your portfolio should be designed to attract the attention of the reader. You want to create a cover that is relevant and interesting. It is important to keep in mind that your Senior Project Binder is an academic document that represents your abilities. It must be typed.

Your front cover page must include the following:

1. Your name
2. Year of graduation
3. Evaluating Teacher
4. Picture or illustration that represents your research

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Table of Content & Organizational Instructions**

Each time you add a requirement to your portfolio, you must add it to your Table of Contents. When your portfolio is complete at the end of the year and ready for final evaluation, you need to organize it according to the following list:

1. Cover Page
2. Table of Content
3. Portfolio Agreement/ Honesty Form
4. Autobiographical Essay
5. Post Secondary Application Essay
6. Letters of Recommendation
7. Research Paper
8. PowerPoint slides
9. Community Service Agreement
10. Community Service Logs

Your portfolio must be in this order before you turn it in to your teacher for final evaluation. All requirements must be included and done correctly, or your project will be returned for revision and completion.

**Senior Project Binder Agreement**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, understand that my **Senior Project Binder** is an organized collection of my work at Thomas A. Edison/ John C. Fareira Skills Center. The content of my portfolio exhibit my effort and progress related to the goals of EFHS and my instructional program.

I agree to accept the responsibility for creating, managing, and updating my **Senior Project Binder**, which includes submitting its content for periodic review to my instructors and/ or the Senior Project Coordinator. In doing so, I understand that the contents of my project , as well as the way in which I present the contents, will be evaluated or the purpose of judging my performance at Thomas A. Edison High School.

STUDENT SIGNATURE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT NAME (PRINT) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PARENT SIGNATURE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PARENT NAME (PRINT) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Honesty Policy**

Plagiarism is considered cheating. When you use someone’s idea without giving him or her proper credit, you have committed plagiarism. Committing plagiarism will result in a failing grade on your Senior Project, which could result in suspension of graduation privileges.

Plagiarism can take the following forms:

1. Letting someone copy your work and turn it in
2. Copying someone’s research without giving proper credit (example: no citations)
3. Copying from electronic library sources without giving proper citation

Please take every possible step to avoid committing plagiarism. It will cause a lot of hard work to be wasted. Be extremely careful about how you cite sources in your research. Citations must be done in MLA style. Your instructor will lead through how to do proper citations. If you do not include proper citations in your research, you will have committed plagiarism.

STUDENT SIGNATURE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT NAME (PRINT) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PARENT SIGNATURE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PARENT NAME (PRINT) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Autobiographical Essay**

Is it important to write your autobiography? Yes, as you have to live with yourself 24/7. No one in your life will be with you as much as you are with yourself. You would not be willing to hang out with a stranger for a long period of time without learning information about them so why would you be willing to move through life not knowing yourself? Writing your own history will bring self-awareness, builds confidence, and shapes your identity. The more you know about you, the greater you will feel emotionally and the more adept you will become at dealing with situations.

As you write your autobiography, think about:

- Your background, history, culture, gender and what you value

- Who you are, what you like and want, where you are going, what makes you happy and what

makes you irritated

- Where you want go in life and your plans on getting there?

Requirements:

- At least 500 words

- 1-inch margins around

- Double spaced

- Title

**Post-Secondary Application or College Essay**

\*More information will be given by your English 4 teacher.

**Senior Project Reflection**

As your final written assignment for this course, your Senior Project Reflection Essay will focus on what you learned individually as a result of the work on your project. The assignment will require you to combine your personal and critical reaction. Your written reflection will not only make direct references to specific examples and details in the work that you did, but will also provide insightful commentary on what you learned as an individual and how this will influence the way you approach problem solving on any level in the future. We are interested not only in your documentation of your role in the work, but of your thoughtful consideration and commentary on the processes you used to research careers.

Expectations- based upon your final presentation of your senior project:

* Include specific details on your role in creating and implementing your senior project and career research, including any obstacles or frustrations you faced and how you were involved with your attempt to overcome these.
* Provide insightful commentary on how your perspective on problem solving has changed as a result of your work during the senior project as well as through your high school career.
* Recommendations on how your experience should influence the way the senior project is delivered in this course next year, including what worked for you as a learning experience and what suggestions you have for improving the process of the senior project.

• Body of 2-4 pages typed

• No use of boldface print

• Use black ink only

• Standard white computer paper

• Standard first-page heading

• Times New Roman font size 12 point

• Double-spaced

• One-inch margins

• No decorative graphics (except supportive graphs, tables, or illustrations)

• One-sided only

• Pages numbered in upper right-hand corner

• No unexplained gaps or spaces

• 5 - 10 in-text source documentations using direct quotes – (example) “ . . . is seldom true” ( Brown 126). and paraphrase (author’s last name only page number) end mark.

• Appropriate “Works Cited” page.

**Bibliography / Reference**

This is a list of the sources you used for your entire project, and that are cited within the worksheets and/or paper. References cited in the text of a research paper must appear in a Reference List or Bibliography. This list provides the information necessary to identify and retrieve each source. This will be an ongoing list that will be the last page in your Senior Project binder.

- Order: Entries should be arranged in alphabetical order by authors' last names. Sources without authors are arranged alphabetically by title within the same list.

- Authors: Write out the last name and initials for all authors of a particular work. Use an

ampersand (&) instead of the word "and" when listing multiple authors of a single work.

e.g. Smith, J. D., & Jones, M.

- Titles: Capitalize only the first word of a title or subtitle, and any proper names that are part of

a title.

- Pages: Use the abbreviation p. or pp. to designate page numbers of articles from periodicals

that do not use volume numbers, especially newspapers. These abbreviations are also

used to designate pages in encyclopedia articles and chapters from edited books.

- Indentation\*: The first line of the entry is flush with the left margin, and all subsequent lines

are indented (5 to 7 spaces) to form a "hanging indent".

- Underlining vs. Italics: It is appropriate to use italics instead of underlining for titles of books

and journals.

*Additional pieces of information should be included for works accessed online.*

- Internet Address: A stable Internet address should be included and should direct the reader

as close as possible to the actual work. If the URL is not stable, as is often the case with

online newspapers and some subscription-based databases, use the home page of the

site you retrieved the work from.

- A URL address for a website is NEVER the name of a website. While some websites end

with “.com” or “.org” (such as Poets.org), there are NO websites that include the “www.”

as part of the name. Please fix that.

- Date: If the work is a finalized version published and dated, as I the case of a journal article,

the date within the main body of the citation is enough. However, if the work is not dated

and/or is subject to change, as is the case of an online encyclopedia article, include the

date that you retrieved the information.

- Copyright date of website : use the most recent year such as 2010. If website states “1999-

present”, the present year is 2010. Add that in the test box for “year” and leave the month

and date text boxes blank. If the website gives a range of years – such as 1999- 2010 –

use 2010 only.

- A company or corporation cannot be an author. An author is a person. If you actually see the

words “Written by or reviewed by the Staff of the Mayo Clinic” then you may put “Staff of

the Mayo Clinic” in the corporation (last name) field. If not, leave the author field blank.

- Make sure when you are copying and pasting a URL that you have the page loaded to the

exact page you are citing. This is especially true if you are finding a copyrighted

photograph on Google images – do not include

“http://images.google.com/imgres?imgurl=” – in your citation. Instead go to the actual

website in which the photograph is housed and use that pages’ URL.

**Days seniors have off of School**

November 5-6, 2013 January 20, 2014 March 12, 2014 (1/2 day)

November 11, 2013 February 5, 2014 April 14-18, 2014

November 28-29, 2013 February 17, 2014 May 6, 2014

December 24-31, 2013

**Checklist: Deadline Grade**

☐ Senior Project Parent Letter Return Slip \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ Topic Approval Form \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ Research Proposal \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ Community Service Agreement Form \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ Community Service Log \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ Senior Project Binder Agreement \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ Honesty Policy Acknowledgment \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ Research Project \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ Works Cited Page \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ Autobiographical Essay \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ ☐ Post-Secondary Application or College Essay \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ Three Letters of Reference \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ Senior Project Reflection \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ Oral Presentation Scheduled \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ Oral Presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ Visual Aids (PowerPoint Slides) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

☐ SENIOR PROJECT COMPLETE \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_