

**Tiverton High School
Senior Project
Student Handbook
2020-2021**

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THE SENIOR PROJECT AT TIVERTON HIGH SCHOOL

THE PURPOSE OF THE SENIOR PROJECT:

The Senior Project at Tiverton High School (THS) is an opportunity for you to demonstrate what you know and to showcase your achievement. **It must be successfully completed to graduate from THS, as mandated by the Rhode Island Department of Education.** An English teacher or Senior Project teacher will guide you through the process, but most of the work will be completed outside of class. Senior Project has been highly acclaimed and proven successful in many high schools across the country.

The Senior Project is a fitting conclusion to your high school education. Through the project, you are able to demonstrate accumulated skills in time-management, research, problem-solving, human interaction, organization, and public-speaking. This is appropriate as the culmination of your K-12 education because these are the very skills and abilities which you will be expected to demonstrate as college students and/or employees.

THE FOUR PHASES OF THE SENIOR PROJECT:

- **Research – Annotated Bibliographies and the Research Paper:** You must research and document information on a subject of your choice -- a subject in which you have an interest, but are not already an expert. Your research must be a learning stretch beyond what you already know. **As a result of COVID-19, you are NOT required to obtain a mentor.** However, as part of your research, you may be advised throughout your project. This person can be a member of your family.

- **Product:** Applying the information you have gained from your research to manufacture a "product." Your product may be an actual physical product, a performance, demonstration, or a service. There must be a clear relationship between your research and your product. Select a product within your financial budget, keeping in mind that **you are not expected to spend money in order to complete the Senior Project.** However, if you select a senior project that requires a financial commitment, you will be responsible for those expenses. **The product will be assessed during the oral presentation.**

- **Portfolio:** You must keep good records of your progress and preserve everything in a portfolio that demonstrates your journey throughout the entire Senior Project. These documents include personal notes, photographs, and time logs with your mentor, reflections, receipts, letters, your annotated bibliography, etc. Although components of the portfolio will be graded throughout the year, your Senior Project teacher will grade the entire portfolio for completeness and aesthetics at the end of the school year.

- **Oral Presentation:** This will be a presentation of between six to thirteen minutes, given before a board of judges comprised of faculty and staff from throughout the Tiverton school system and, possibly, community members. You will be assigned a date and time for your presentation well in advance **This presentation, along with a typed reflection, will also count as the final exam for your English class.** **To graduate, you must pass the oral presentation with a minimum grade of 70.**

If you adhere to the guidelines, meet deadlines, and put forth your best effort, you will know that you have been successful in a life-long learning experience. The information included in this handbook will be supplemented by your Senior Project teacher. It is imperative that you maintain good attendance so that you can be aware of any changes in dates or other vital information that becomes necessary as you move through the year.

REQUIREMENTS for SUCCESSFUL COMPLETION of SENIOR PROJECT

ANNOTATED BIBLIOGRAPHIES AND RESEARCH PAPER

1. Two annotated bibliographies and research paper
2. Two sources minimum
3. MLA Documentation
4. Free from plagiarism (Plagiarism is cheating and will result in an automatic zero.)
5. Turned in on or before the due dates
 - Your English/Senior Project teacher will provide additional requirements for the annotated bibliographies and the research paper.

PRODUCT

1. Product may be tangible, service oriented, or skill-based
2. Product must present a learning stretch, taking you beyond what you have ever done before
3. Product related to research
4. Product completed by student...NOT by a mentor or parent/guardian.
5. Product will be assessed during oral presentation

DIGITAL PORTFOLIO

1. Letter to the Judges
2. Signed Parent Consent Form
3. Teacher Approval of Senior Project Research and Product
4. Signed Consequences of Failure to Meet Deadlines Form
5. Approved Letter of Intent
6. Annotated Bibliographies and Research Paper free from errors and comments
7. Supplemental items including pictures, letters, plans, receipts, etc.

PRESENTATION

1. Between 6 and 13 minutes long
2. Judged on content and delivery
3. Appropriate business-style dress (unless attire relates to project)
4. Visual to enhance understanding of product (poster, outline on flip chart, photo collage, PowerPoint/Google Slide, costume, tangible product)
5. Portfolio available to panel

SENIOR PROJECT TIMELINE: 2020-2021

Months	Events	Due Dates
September	Consequences of Failure to Meet Deadlines	9/22/20
	Teacher Approval of Senior Project Proposal	9/29
October	Parent Consent Form	10/6
	Letter of Intent	10/13
December	Annotated Bibliography #1	12/1
	Annotated Bibliography #2	12/15
February	Research Paper: Rough Draft (3-4 pages)	2/9
March	Research paper: Final Draft (3-4 pages)	3/9
April	Product due	4/27
May	Letter to the Judges	5/4
	Portfolio (See note on page 4.)	5/11
	Senior Project Oral Presentation	TBA
	Make-up period	TBA

CONSEQUENCES of FAILURE to MEET DEADLINES

Two of the most important skills that the Senior Project teaches are time-management and accountability. By breaking up the components into required deadlines, students will learn how to take a yearlong project and tackle it in manageable segments. This is a vital skill both for college and for the workplace. Students must also learn to meet deadlines. If a deadline is not met, consequences will follow as outlined below. Students **MUST** do each of the components in the order in which they are assigned. It is vital that students complete assignments on time. Deadlines for due dates have been set by the Senior Project Advisory Committee and are **NOT** at the discretion of individual Senior Project teachers. Failure to meet a deadline will result in a penalty of 10 points (or 10%) for each day late up to 3 days; after the third late day, the final grade on that component will be a zero. **Please note, all material for the components must be submitted even if the work is more than three days late (grade = 0).** If a student feels that they have a legitimate excuse for being late on a component and should not be penalized, the student will have to complete a petition to the Senior Project Advisory Board **before** the deadline.

Term 1	Consequences of Failure to Meet Deadlines Teacher Approval of Senior Project Proposal Parent Consent form Letter of Intent	Homework grade Homework grade Homework grade Quiz grade
Term 2	2 Annotated Bibliographies	Test grade each
Term 3	Rough Draft: Research Paper Final Draft: Research Paper	Test grade Test grade
Term 4	Product Letter to Judges Portfolio	Quiz grade Quiz grade Test grade
Final	**Presentation/Reflection	English Final exam grade

***Note: Students submitting portfolios after May 11, 2021 or those submitting incomplete portfolios, will be assigned to the oral presentation make-up schedule and receive a zero for their presentation. ** Note: A passing grade of 70 in the Presentation/Product is required for graduation.**

I understand the above information and agree to accept the consequences for failing to comply with the requirements.

Signature of Student: _____ *Date:* _____

I understand the responsibilities of my student in submitting materials by the deadlines established and in maintaining academic honesty and integrity.

Signature of Parent/Guardian: _____ *Date:* _____

TOPIC SELECTION GUIDELINES

- **The topic should be one in which you are highly interested, but not yet an expert.** If you have been a black belt in karate and have studied martial arts for many years, you probably already know a great deal about the subject of karate. Such a topic would not yield much new learning for you and would, therefore, not qualify as a "learning stretch."
- **The topic should be broad enough to allow you access to enough information, but narrow enough to make the research scope reasonable.** For example, a student choosing the topic *First Aid* would find it impossible to include everything about first aid (home remedies, history of emergency services, the treatment of burns, the evolution of first aid courses, etc). On the other hand, a student choosing to research the Application of Band-Aids to Skin Abrasions would probably have difficulty finding enough information. A more reasonable topic might be *Lifesaving Techniques Used by Emergency Medical Technicians*.
- **The research topic should be one that is intellectually and creatively challenging.** Take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. Such a choice would make the resulting paper, product, and presentation uninteresting for both you and the judges. The topic should represent an intellectual s-t-r-e-t-c-h for you and one that is worthy of investigation.
- **Be mindful that your topic should lend itself to the creation of a product, learning of a skill, or performance of a service.** Choose your topic with the ultimate product in mind. Some students even begin by determining something they would love to do or make (product) and tailor their research topic around their product.
- **Avoid choosing topics that might involve expenses that you are not prepared to handle.** There is no required expenditure for the research or the product. If you do not drive, do NOT plan research that requires you to go to distant locales; if you do not have much money, do not plan research that will involve purchasing costly equipment or committing you to a series of expensive lessons. Keep in mind that your grade on the research/product is not affected by your expenditures.
- **Topics that are illegal, immoral, dangerous to you or to someone else, or prohibited by Tiverton Public Schools will not be approved.** For example, avoid experiments that are potentially explosive; stay away from activities such as handling poisonous snakes; steer clear of investigations of pornography web sites or other unsavory areas; **do not connect your product to any type of weapon.**
- **Before making your final choice, do some preliminary research.** Investigate your main areas of interest to be sure that you can locate abundant research material to complete your annotated bibliography. This exploration might open new possibilities for your final topic.
- **Use good judgment when selecting your topic.** Not only must your topic be approved by your parents and your teacher, but your ultimate presentation must be appropriate for a review board of community and faculty judges. Select a topic that is complex enough to warrant your time and one that you will be proud to share with others. Do not waste time investigating topics that will be rejected.

TOPIC IDEAS FOR BRAINSTORMING

Music

- Learn a musical instrument
- Compose a piece of music
- Perform a Dance

Physical Fitness

- Diet
- Physical goals
- Careers
- Learn a new sport

Health

- Volunteer opportunities
- Alternative health
- Drug Abuse

Social Studies

- Historical Study
- Cultural Study
- Political Involvement

● **Fine Arts, Crafts**

- Sewing
- Pottery
- Jewelry
- Stained Glass

Math, Science

- Computers/Internet
- Mathematics theory
- Astronomy
- Environmental Issues

Education

- Learning Styles
- Early Childhood Education
- School Reform

Religion, Philosophy

- Comparative Studies
- Develop a Personal Religion/Philosophy

Space

- Exploration
- Extraterrestrial Theories
- New Discoveries

Home Economics

- Cooking
- Gardening

Social Issues

- Child Abuse
- Volunteer Work
- Homelessness
- Teen Suicide

Literature

- Creative Writing
- Folklore
- Children's Literature
- Poetry

Business

- Entrepreneurship
- Trends
- Mock Investments
- Job Shadowing

Travel

- Vacations
- Language
- Explorations

Careers

- Job Market Research
- Job Shadowing
- Personal Goals

Technical Arts

- Wood
- Metal
- Cars/Motorcycles
- Book Illustration

Photography, Film

- Make a Movie
- Learn photography
- Animation

Outdoors

- Scientific field research
- Hiking/Orienteering
- Mountain climbing

List your ideas here:

INTEREST SURVEY

Use this survey to identify topic areas of interest. Answer the following questions with as much detail as possible:

1. Within the next five years, what things do you hope to have accomplished?
2. What things would you like to be able to do better?
3. What do you wish you had more time for?
4. What things would you like to learn more about?
5. List experiences you really wish you could have.
6. What controversial issues do you feel strongly about?
7. What is a profession you think about but have not seriously explored?
8. What is one condition you believe needs to be improved?
9. What classes have you taken that you really liked?
10. What is one handcrafted item you wish you could own?
11. What do you wish would happen in your life?
12. What goals have you avoided?
13. What do you complain about?
14. What would you like to get others to do?
15. What is unique or special about you?
16. What community groups do you admire?
17. What can't you do, but would like to do?

SAMPLE IDEAS: RESEARCH AREA to PRODUCT

REQUIREMENT: Both the Research and the Product MUST be a "LEARNING STRETCH" for you.

RESEARCH AREA	POSSIBLE PRODUCT
Fashion and social change	Design and construct a 20's era gown
Vietnam veterans	Volunteer work with vets
Robotics	Construct a robotic hand
Aluminum welding	Construct a model (or actual) river boat
Musical arranging	Write an orchestration for school band or orchestra
Adoption laws	Find biological parent
Art of silk screening	Design and create a T-shirt logo for school club
Waste disposal and the environment	Organize group to pick up trash in town
Importance of fathers in the home	Form a fatherhood club; create agendas for meetings
Historical sites in Tiverton	Create a walking tour of Tiverton; with a brochure
Progression of 20 th Century architecture	Design a modern building; make a model
History of sailing vessels	Make a model of a sailboat; take sailing lessons
Stained glass through the ages	Take stained glass lessons; create a project
Golf course management	Design and make a model of an 18 hole golf course
History of "belts" in the martial arts	Learn karate with a goal of reaching a belt level
Harmonica in blues music	Learn to play the harmonica
Crimes against women	Take a self-defense class
History of the VW Beetle	Remodel/Rebuild a 1964 VW
Health benefits of Yoga	Take Yoga lessons and chart progress w/ photos
Marine biology	Set up and maintain a salt water aquarium
Illiteracy in Rhode Island	Teach an adult to read
Vincent Van Gogh	Learn to oil paint
Homelessness	Volunteer at a homeless shelter
Astronomy	Build a telescope
Financial Planning	Create a financial plan for your future
The filmmaking of Stanley Kubric	Create and edit an original film
Braking devices on automobiles	Make a brake rebuilding video
Sports medicine	Learn to wrap and treat sports injuries
Obesity	Design/monitor a weight loss program for an adult
Sports and Asthma	Volunteer to work with asthmatic child in a sport
The poetry of William Blake	Write and bind a book of personal poetry
Illustration as a career	Write and illustrate a children's book
Head trauma	Make and label a model of the brain
Radio communication	Build a radio or become a ham radio operator
Wildlife art	Make a book or video of wildlife in Georgia
Drunk driving and MADD	Create a school program against drinking/driving
Horticulture	Construct a greenhouse
Hearing impaired	Learn sign language
Child development	Volunteer at a Day Care Center; make a book

LETTER of INTENT "YES" TEST

Here is a list of criteria on which your Letter of Intent will be evaluated. You should be able to check "YES" for each item on the checklist before submitting your letter to your English/Senior Project teacher. Your Letter of Intent MUST be approved by your teacher before you begin your annotated bibliography or your product.

Student: _____ **Research Topic:** _____
Product: _____

YES	NO	ELEMENTS to EVALUATE
MECHANICS		
		Is your letter typed?
		Is your letter free of mechanical and spelling errors?
FORM		
		Is there a date?
		Is there an inside address of a Senior Project teacher at Tiverton?
		Is there a greeting followed by a colon?
		Is the letter in block paragraphs with double space between each?
		Is the closing capitalized and followed by a comma?
		Did you sign the letter?
		Is your home address on the letter?
CONTENT		
		Is the reason for your interest in the area explained?
		Did you clarify any prior knowledge of the area?
		Did you clearly state what the product will be?
		Did you consider an estimate of the cost of the product?
		Did you explain plans for completing the product?
		Is there a clear connection between the research and the product?
		Is there an acceptable "learning stretch" for you in both the research and product?

SAMPLE LETTER of INTENT

101 Senior Drive
Tiverton, RI 02878
September 5, 2003 ↓3

Your address Date Spacing

Use 1" margins on the sides.

Ms. English/Senior Project Teacher
Tiverton High School
100 North Brayton Road
Tiverton, RI 02878 ↓2

Senior Project teacher and school address

Dear Ms. English/Senior Project Teacher: ↓2

Explain why you chose your topic. State your level of experience in this area.

State your product plans and discuss the costs involved.

For as long as I can remember, I have been interested in woodworking, specifically the design and manufacture of home furnishings like chairs and tables. I have virtually no experience in this area, aside from making a cutting board and a mailbox for my grandmother five years ago in middle school woodshop class.

↓2

I plan to build two Adirondack chairs with footstools and a matching small table. I recently purchased a table saw for my shop, so I will be able to work at home during the winter, after school, and on weekends. I haven't priced wood recently, and I'm not sure yet what wood I will use, but I expect this project to cost about \$100 for the wood, sandpaper, screws, and paint. I'm not sure how long the entire project will take, but I expect to spend three to four weeks on it, working several hours at a time, two to three days a week. Given my lack of previous woodworking experience, completing two chairs with footstools and a table will be quite a challenge and certainly a stretch of my current abilities.

↓2

To help me settle on the exact design of the chairs and table, I will research the history and evolution of Adirondack furniture. Using both woodworking and historical sources, I hope to find the origin of this distinctly American design and some of the reasons Adirondack furnishings have remained so popular through the years.

↓2

Besides Youtube videos, I have asked my grandfather Ted Hughes, a former shop teacher and cabinetmaker living in Little Compton, to guide me through this project. He is used to working with both beginning and advanced students, and he has been building beautiful cabinets and furniture for over 35 years.

Connect your research to your product

State the resources you will use to expand your skills

Sincerely, ↓3

Closing Signature

Jane Smith ↓4

Jane Smith

TEACHER APPROVAL OF SENIOR PROJECT TOPIC

Name _____ Date _____

What topic would you like to research? Be sure to limit the topic to a manageable one.

What is your **essential question** that will apply to your research?

What product would you like to work on that is connected to your research topic?

How would doing this product be a “stretch” for you (something challenging, that you’ve never done before)? _____

The above information is true and accurate: _____

Student Signature

Action taken:

_____ Research Topic ***approved***

_____ Research Topic ***rejected***

_____ Product Proposal ***approved***

_____ Product Proposal ***rejected***

Reason for rejection (need to resubmit proposal):

Signature of Senior Project teacher or Advisor teacher required:

_____ Date _____

PARENT/GUARDIAN CONSENT for SELECTED SENIOR PROJECT

As the parent or guardian of _____, who is a senior enrolled at Tiverton High School, I am aware that the Senior Project, conducted through my student's English/Senior Project class, is a requirement for graduation from Tiverton High School.

For the **research component**, my student has decided upon the essential question:

For the **product** related to this research, my student is planning to do the following:

I understand that **students are not expected to spend money in order to complete the Senior Project**. However, if my student has selected a senior project that requires a financial commitment, I acknowledge that the estimated amount of \$ _____ is a reasonable expense for which they will be responsible.

I fully understand that the selection of the Senior Project is a decision made independently of the staff and the administration of Tiverton High School. All consequences of the Senior Project choice, production, or experience--unless otherwise stated--rest solely with me and my student.
_____ has my permission to complete this Senior Project.

I release the school, the school district, and its employees from all claims arriving from financial obligation incurred, or damage, injury, or accident suffered while my student participates in the product component that he/she has chosen. I also realize the research and product must present a "learning stretch" -- something that my student has NOT done before.

Finally, both I and my student understand that plagiarism is using another author's words or ideas without giving credit. ***I am aware that if my student plagiarizes any part of the project, they will receive a zero on that part, and will still be required to complete that part to the satisfaction of their English/Senior Project teacher.***

_____ Date _____
Parent/Guardian signature

Home telephone number: _____ Work telephone number: _____

Email Address: _____ (please print clearly)

_____ Date _____
Student signature

Annotated Bibliography

A bibliography is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. An annotation is a summary and assessment. Therefore, an annotated bibliography includes a summary and assessment of these sources.

The following are a list of questions to address when compiling your annotated bibliography:

Summarize (3rd person) 125-175 words:

- What is the point of this book or article?
- What is the reasoning behind these points?
- What evidence is provided?

Assess (3rd person) 125-175 words:

- Why is it a useful source?
- Is it current and relevant?
- How does it compare with other sources you are using?
- How is the information reliable?
- Is this source biased or objective?
- What is the goal of the source?
- How does the source help you answer your essential question?

Basic Requirements:

- Modern Language Association (MLA) format and documentation
- Typed, double spaced in 12 point font, one-inch margins
- Consistent voice; **3rd person**
- Essential question explored
- All questions answered

Adapted from the Purdue University Online Writing Lab

Student's Name

Teacher's Name

Senior Project

17 November 2015

Annotated Bibliography #1

Essential Question: What are some of the physiological and psychological effects marathon training has upon the body?

Lobby, Mackenzie. "The Benefits of Long Runs in Marathon Training." *Active.com*. Active

Network, 17 Nov. 2015, www.active.com/running/articles/the-benefits-of-long-runs-in-marathon-training.

Accessed 28 Aug. 2018.

Credibility: Mackenzie Lobby is an independent writer from Minneapolis and photographer with a Master's in Kinesiology from the University of Minnesota. She has accomplished 10 marathons in addition to being a USATF certified coach.

Summary: Lobby's article contains straightforward, helpful, information concerning the positive effects that long-distance marathon training can have on the overall physiology and wellbeing of the body and mind. She offers brief explanations on how such training will result in a remarkable strengthening of both fast and slow-twitch muscles within the body along with increased aerobic capacity. She also notes how the long runs involved in marathon training will teach the body to store greater amounts of glycogen which ultimately will help the body sustain its energy during the grueling marathon distance. In addition, she notes the mental toughness and sense of confidence runners gain from such training feats. This source aims to offer a general description of the physiological benefits one can expect to reap from the long-distance runs one accomplishes during training.

Assessment: Lobby does an excellent job of convincing her readers that long runs are indispensable to runners interested in completing a marathon. For example, she does not gloss over the difficulties of training, rather, acknowledges that unpleasant things such as cramps, blisters, and stomach aches are bound to happen; for this reason, the long training runs can effectively teach the runner to endure and push through this pain. In addition, she

addresses the immediate mental and physical benefits of training without use of excessive detail. Though this article is not especially complex or detailed, it offers an unbiased, simple outline of what a runner beginning his or her long-distance training journey should expect as their mileage increases. This article is important because it is blunt and concise, it offers encouraging and helpful advice to novice and experienced runners alike. It is accessible, easy to understand, and is fairly objective considering the writer herself has experienced all of the events she writes about. Her writing is encouraging yet realistic, emphasizing the benefits and rewards runners will reap from their hard work, not only physically, but psychologically and spiritually. This all-encompassing article is a quick yet essential read for any beginner in the marathon realm.

PORTFOLIO CHECKLIST

Items should be fully completed

✓	ITEM
	Letter to the Judges
	Signed/Dated Parent Consent Form
	Signed/Dated Consequences of Failure to Meet Deadlines Form
	Teacher Approval of Senior Project Proposal
	Approved Letter of Intent
	Two Annotated Bibliographies
	Research Paper
	Additional material collected by student, including photographs of product, interview questions and notes, names, addresses, and phone numbers of people contacted, plans, outlines, receipts, journal notes, etc.

**Place items orderly in your digital portfolio as you complete them.
Your portfolio is your record of your Senior Project.**

LETTER to the JUDGES FORMAT

The Letter to the Judges should be the first page of your portfolio following your Table of Contents. It is written after completion of your product.

Your Address
Tiverton, RI 02878
The date

Judges, Senior Project
Tiverton High School
100 North Brayton Road
Tiverton RI 02878

Dear Judges:

Paragraph 1: Discuss your personal interests and background as they relate to your Senior Project. Tell the judges something about your accomplishments and challenges during your high school years. Help them get to know you.

Paragraph 2: Explain why you chose your particular research topic and the ultimate product you spent time preparing. Discuss the easiest and hardest parts of Senior Project for you. Tell about the assistance you may have received from others. Provide a self-evaluation of your product.

Paragraph 3: Thank the judges for taking the time to look at your portfolio and to hear your presentation.

Sincerely,

Signature

Your Name

PRESENTATIONS: A GUIDE

6-13 MINUTES

The three areas of consideration for your presentation should be

- I. **Content**
- II. **Visual**
- III. **Delivery and Appearance**

Content

Introduction

- > Introduce yourself
- > Attention getter
 - o Startling fact
 - o Create suspense/curiosity
 - o Tell a story
 - o Ask a rhetorical question
 - o Quotation
- > Brief explanation of your senior project (paper and product)
 - o What you chose and why
 - o How it was a stretch for you
 - o What you hoped to learn/accomplish

Body

- > Annotated Bibliography
 - o Elaborate on topic—unexpected/interesting facts, what else you learned
 - o **Connect research to product**
- > Product
 - o Why you chose it
 - o **How it was a stretch for you**
 - o Steps you took
 - o What you learned

Conclusion

- Sum up – What did you learn about the process and yourself
- Thank the judges for their time and attention. They will then ask questions.

Note: THE QUESTION AND ANSWER PERIOD DOES NOT COUNT TOWARDS THE 8-15 MINUTES

Be sure your speech in some way answers the following questions:

- ✓ Why did you pick this topic for your research?
- ✓ What did you hope to gain by researching this topic?
- ✓ What did you gain from your research?
- ✓ Explain the process in producing your product.
- ✓ How did you tie your product to your research topic?
- ✓ What was your stretch in doing this particular product?
- ✓ If you received help from someone, what role did they play in your product?

- ✓ What challenges did you face in doing your Senior Project?
- ✓ What benefits did you derive from it?

If you do not address these questions in your speech, the judges will ask them!

Visual

- > Can be something that helps the audience understand the content of your presentation as well as a device to keep your speech on track and organized.
- > Can be an outline of your talking points, and could be in any number of forms (handout, pamphlet, poster, powerpoint)
- > A secondary visual may include photographs, a video, a demonstration of a skill, or the showing of a tangible product.
- > Be aware that any type of technology used in presentation (TV, computer, smartboard) may fail, so have a backup plan.

Delivery and Appearance

1. Delivery

- > Note cards may be used, but they should not be read; use your visual outline as you proceed through your presentation (by pointing to items as you speak)
- > Feel free to walk around a bit, within a defined area
- > Use your hands to gesture for emphasis if you are comfortable enough to do so
- > Use voice inflection and repetition to highlight important points and to keep interest
- > Make eye-contact with all of the judges—not just one
- > Face the audience at all times! Do not turn your back on your audience to look at any screen.

2. Appearance

- > You should be clean and well-groomed
- > Your clothes should represent your respect for your audience
- > Your mannerisms should not be distracting to the audience.

PETITION TO SENIOR PROJECT ADVISORY BOARD

This form should be used to petition the Senior Project Advisory Board for:

- Change of your Senior Project topic
- Early start for your Senior Project (summer prior to senior year)
- Deadline extensions (must be submitted **3 school days** prior to deadline)
- Appeal of a Senior Project topic denial

Form should be completed and returned to your Senior Project teacher as soon as possible.

Printed Name: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

English/Senior Project Teacher's Signature: _____ Date: _____

Please state the nature of your appeal and the reasons for thinking your appeal should be granted. Supporting documentation should be attached. A personal appearance before the Senior Project Advisory Board will only be arranged when the circumstances require a personal presentation.

Request Section - Must be typed

Applicant's Signature: _____

Senior Project Advisory Board Recommendation: _____

Signature of Board Representative: _____ Date: _____

