



Washougal High School

Striving for Excellence

1201 – 39th Street, Washougal, WA 98671 / Phone: 360-954-3100, Fax: 360-835-3968

September 12, 2011

Dear WHS Senior:

In a few short months you will be out of high school and started on another journey. This final year is the time for you to take stock of your skills, demonstrate problem solving, decision-making capabilities and independence. The **SENIOR CULMINATING PROJECT** gives you the chance to combine your knowledge and skills from various disciplines and to share them with your peers, educators, and community through your **Paper**, physical **Project**, senior **Portfolio**, and community panel **Presentation**.

Your Senior Project experience will involve true exploration. You will select a topic of interest to you and gather a knowledge base by researching and writing a documented research paper related to your chosen topic. You will then complete a physical project, which demonstrates application of some aspect of your research. **This project must involve *significant learning***. It is urgent that you understand and respect the privacy and intellectual property of others. Your project must comply with copyright laws and with School District policies and procedures regarding fundraising, product give-aways, and the privacy of other students.

The last facet of this learning journey is to give a formalized speech in front of a team of adults who have an interest in and an understanding of your area. This speech will tie together your formal research and your physical project. After your formal speech, you will have the opportunity to answer questions from this panel. To help your Senior Panel judges understand more about you and your Senior Project, they will review your Senior Project Portfolio, which will include not only your research paper but an autobiographical letter and a totally completed packet of information, self-evaluation, and verification.

Although seniors initially may feel overwhelmed by the Senior Culminating Project, the vast majority of students who leave Washougal High School feel proud, successful, and more prepared for life beyond high school. This is a direct result of having completed the Senior Culminating Project.

Sincerely,

Senior Culminating Project Committee

Aaron Hansen, Principal
Brian Amundson
Carol Boyden
Debbie Buchanan
John Carver

Heather Carver
Kathy Loney
Owen Sanford
Ann Jendro

- All Year Skills focused on in Senior English classes:**
- A. Outlining
 - B. Note taking
 - 1. Paraphrasing
 - 2. Summarizing
 - 3. Inserting and documenting quotations
 - 4. **AVOIDING Plagiarism**
 - C. Compiling a Work Cited page in accordance with MLA standards available on website: <http://citationmachine.net/> or MLA
 - D. Documentation in regard to MLA standards (parenthetical citations)
 - E. Paragraph construction and transitions
- 9/28/11** Senior Parent Night
- 9/19-10/28/11** **Project and Mentor Identification** and **Topic Research**
- 10/4-6 /11** Committee **Approval of Project and Topic Research**, by Individual Appointment
- 10/17/11** **Letter of Intent** due to Instructors
- 10/31/11** **Mentor Letter #1 due**
- 11/14/11** First Submission of Research Paper and working outline
- 11/14-12/2** Peer Editing
- 12/5/11** **Research Paper** due
- 12/16/11** Research Papers returned to students – Sample Corrections shown
- 1/10/12** **Corrected Research Paper resubmitted**
- 3/26-4/13/12** Mentor contacted by staff
- 4/13/12** Power Point Instruction
- 4/20/12** **Autobiographical Letter** due
- 4/23-26/12** Presentation Format and Portfolio Format introduced
- 5/4/12** **Mentor Verification** - Letter #2
- 5/4/12** Senior Project **Summary** due
- 5/7-25/12** Practice Panel Presentations in class
- 5/18/12** Senior Project **Poster** Displayed
- 5/25/12** Completed **Portfolios** due
** Includes a special checklist of deadlines met or missed, for public review
- 5/30-31/12** **Oral Presentations to Community Panels**
- 6/5-6/12** Make-up Panels for unsatisfactorily completed oral panels ONLY
- 6/9/2012** **GRADUATION – Class of 2012. CONGRATULATIONS!**
- 6/12-14/12** Make-up Panels for incomplete senior portfolios

Senior Project Portfolio Checklist

Student Name: _____

Before you give your senior panel presentation to selected community members, you must complete your portfolio. Reviewing your portfolio allows the judges to be prepared for your speech. Be sure that the judges' first impression of you is a good one. All the work in the portfolio should be typewritten, except certain verification and editing forms. The following papers must be included (in this order) for the portfolio to be complete and typed:

On Time / Late

- _____ / _____ 1. Senior Project Approval Process Form - October 4-5-6
- _____ / _____ 2. Letter of Intent – October 17
- _____ / _____ 3. Mentor Letter (#1) – October 31
- _____ / _____ 4. First Submission of Research Paper & Working Outline - November 14
- _____ / _____ 5. Corrected Research Paper Due (Portfolio) – January 10
- _____ / _____ 6. Autobiographical Letter (typed) - 2nd Semester – April 20
- _____ / _____ 7. Project Verified By Mentor Letter (#2) - 2nd Semester – May 4
- _____ / _____ 8. Senior Project Summary - 2nd Semester – May 4
- _____ / _____ 9. Speaking Outline to be used for Panel Presentation (typed) – May 7-25
- _____ / _____ 10. Senior Project Poster Displayed - 2nd Semester – May 18
- _____ / _____ 11. Number of Days Absent during 2nd Semester (10% of Grade)
- _____ / _____ 12. Preliminary Speech Verification:
Date:_____ Time:_____ Score:_____
- _____ / _____ 13. Completed portfolio turned in - Five copies of Presentation Evaluation Form w/name, paper, and project listed – May 25

Note: This portfolio checklist must be placed on top of the "Senior Project Approval " form. If the portfolio has been completed, the instructor will sign his or her name in the space below and students are approved for a community panel.

Signature of
Instructor: _____ Date: _____

**** ALL FORMS in this handbook must be completed and placed neatly into the final Portfolio folder.**

TO: ALL GRADUATING SENIORS
WHS Class of 2012

FROM: **Senior Culminating Project Committee**
Aaron Hansen, Principal Heather Carver
Brian Amundson Kathy Loney
Debbie Buchanan Christina Mackey
Carol Boyden Ann Jendro
John Carver

DATE: September 12, 2011

SUBJECT: Senior Culminating Project – STEP ONE

Seniors must have their research paper topics and projects approved by a committee before beginning work. If any changes are made to the project once it has been approved, the senior must again come before the committee for permission to make these changes. Projects will not be accepted without committee approval.

Each senior will be scheduled for a time and day in which to appear before the committee. At this time, the committee will hear the rationale as to why this project is new learning and how it relates to your future. You will be asked questions to help determine whether or not your project will be approved as stated, and you may be given suggestions to help you modify your project so that approval will be granted.

The committee will meet October 4-5-6, and written approvals will be given to the student within forty-eight hours. The student is responsible for resubmitting a corrected approval form to be placed in his or her individual portfolio. This corrected form should include instructor's comments, initials and signature. This form will become a part of your senior portfolio to verify the proper steps have indeed been followed. **In case any change is necessary to your paper or project following initial approval, you must see Mrs. Jendro, the project coordinator.**

Disclaimer: *While working on your project, you must respect the privacy rights of other students. You cannot take pictures, or use video or audio recordings of others without their permission. Your project must comply with district policy and procedures, especially if it involves fundraising, equipment give-aways, etc. While creating your project, you must respect the intellectual property of others, and not violate copyright law. If unsure whether your project violates one of these policies or procedures, ask your senior English teacher for help.*

Any charitable functions requesting or producing donations MUST BE RUN through an OUTSIDE AGENCY, and ABSOLUTELY CANNOT be run through our ASB.

If you wish to use school facilities, you must complete the paperwork to reserve/rent them through Community Education, and arrange to have a district supervisor and custodial help with clean-up.

Culminating Project Standards

During their senior year, students complete a Culminating Project that provides them with the opportunity to use their foundational academic skills and content knowledge to gain new, deeper levels of understanding. The project must challenge the student and needs to be of significant value to the student, the school, and the community. This self-directed learning experience involves thinking analytically, logically, and creatively and integrating experience and knowledge to form reasoned judgments and solve problems will directly affect future career and educational opportunities.

I. Project Proposal

- A. States what the student will learn in the project that represents a challenge.
- B. Explains why the student chose this project and its significance and worthiness.
- C. Indicates what evidence the student will provide of project work and new learning.
- D. Meets parameters in the district and school handbooks.
- E. Identifies a qualified mentor who reviews the Project at various stages and makes recommendations as needed.
- F. Must contain a physical element.

II. Project Documentation and Evaluation

- A. Activity Log entries document self-directed learning by listing dates, times, activities and expenses.
- B. Reflective Journal entries explain, analyze, and reflect on the progress in self-directed learning.
- C. Bibliographic annotations (MLA style) five varied project resources.
- D. Other Evidence (photos, videos, tape recordings, sketches, rough drafts, receipts, etc.) also documents student progress.
- E. Mentor Evaluation confirms that student has made satisfactory progress toward completing the project.
- F. Project Summary evaluates the project and synthesizes the learning:
 - 1. Connects the project to content knowledge and district/state learning standards.
 - 2. Identifies new knowledge/skills acquired.
 - 3. Discusses the differences between predicted and actual project outcomes and adjustments made.
 - 4. Discusses how the project could have been improved or made more meaningful.
 - 5. Evaluates the contributions of the mentor and other resources.
 - 6. Makes few convention and grammatical errors.
- G. Minimum of required 21 hours are fulfilled and documented.

Senior Culminating Project Approval Committee Recommendations

This page is to be typewritten for the approval committee*.

NAME: _____ **Date:** _____

Sr. English Teacher: _____

RESEARCH PAPER TOPIC:

Type of paper: compare/contrast, position, or persuasive

What question will be answered in the paper, or what point do you wish to make?

PHYSICAL PROJECT IDEA: (Describe what you will produce for your presentation.)

Approximate cost: _____

Approximate Hours to complete (minimum of 21 hours): _____

Product:

Intended MENTOR for Project: _____ Phone: _____

Mentor Affiliation/Background: _____

NEW Learning to be gained from PROJECT (How is this a stretch or challenge for you?):

CONNECTION Between Paper and Project:

Committee Approval – Denial – Recommendation:

_____ APPROVED _____ DENIED

NOTES & RECOMMENDATIONS: ** Projects should never be dependent on another individual for success, nor consist of a vague product. _____

Committee Approval Signatures: _____ / _____
Teacher / Administrator

REQUIRED IN FOLDER

** PDF form available on WHS website*

Example of Letter of Intent

Your Street Address
Washougal, WA 98671

October 17, 2011

Your Teacher's Name
1201 39th Street
Washougal, WA 98671

Dear *Name of Teacher*:

For my senior project and paper I have chosen the topic of pottery and the pottery wheel. I chose this area because I want to expand my learning in the field of arts and entertainment. I have no experience in this area.

My paper will mainly focus on three ethnic types of pottery. I will compare and contrast them. By the end of my project, I hope I will learn how pottery was a big part of these people's lives. For my resources, I plan on using my mentor, books, college websites, and the internet.

My project and my paper relate because they both have to do with the pottery wheel. For my project, I am spending time with my mentor. During this time, I will learn proper ways to use, set up, and clean up on the pottery wheel. After that I will learn how to center, shape, smooth, fire, and glaze my work. As for cost, all I have to do is provide the supplies; such as, clay, tools, pencil shavings, etc. Mr. Yee, my mentor, and I have planned out every Monday, Tuesday, and Thursday as our meeting days.

While working on my project, I will respect the privacy rights of other students. I will not take pictures, or use video or audio recordings of others without their permission. I understand that my project must comply with district policy and procedures, especially if it involves fundraising, equipment give-aways, etc. While creating my project, I will respect the intellectual property of others, and will not violate copyright law. If I am unsure whether my project violates one of these policies or procedures, I will ask my senior English teacher for help.

I understand plagiarism. This project and paper will be written and presented with my own words and personal feelings. I guarantee my best work will be put into this project, and I will not plagiarize.

Sincerely,

John H. Doe

MENTOR VERIFICATION (Letter #2) Date: _____

Name _____

Project _____

As a mentor, you are asked to verify this student’s efforts on his/her Senior Culminating Project. Since most of the project phase time is completed outside of the school day, verification of the student’s efforts is necessary. Please answer the following questions to help us evaluate this project. The student’s research paper has already been evaluated. This form only refers to the PHYSICAL PROJECT.

1. Can you verify that he/she spent at least 21 hours creating this project?

YES _____ NO _____

Comments:

2. Have you seen this project during several phases of completion, not just the final phase?

YES _____ NO _____

Comments:

3. What specific problems did this student encounter and overcome?

4. What successes have you seen this student achieve?

5. I can verify the student completed the beginning phase by: _____ (date)
the middle phase by: _____ (date)
the final project by: _____ (date)

Mentor Name (Print) _____

Signature _____ Date _____

Telephone number: _____

Thank you for your help, time, and cooperation! We appreciate your efforts.

REQUIRED IN FOLDER

** PDF form available on WHS website*

Parentetical Documentation Guidelines

In writing your research paper, you must document everything that you borrow—not only direct quotations and paraphrases, but also information and ideas.

The list of works cited at the end of your research paper plays an important role in your acknowledgment of sources, but it does not in itself provide sufficiently detailed and precise documentation. You must indicate exactly what you have derived from each source and exactly where in that work you found the material.

- References in the text must clearly point to specific sources in the list of works cited.
- Identify the location of the borrowed information as specifically as possible.

MLA Handbook for Writers of Research Papers

1. A citation in MLA style contains only enough information to enable readers to find the source in the works-cited list.
2. A citation uses the first word of the Works Cited entry followed by the page number(s) of the source from which the borrowed information came.
 - Usually this is the author's last name.
 - If there is no author, use the first word of the title (other than a, an, or the).
 - If there is no author or title, quote the first line as the title.
3. If you refer to the author or to the title of the source (if there is no author) in the text of the paper, you need only cite the page numbers of the borrowed information. See example page 11.
4. Once a source is cited, if it is cited again without another different source coming between, you need only indicate the page number of the source on the second citation. See example page 11.
5. If you are unsure how to document a source, consult the MLA Handbook for Writers of Research Papers located in your Language Arts classroom or the Media Center.

The following examples of Parentetical Documentation refer to the sample Works Cited page that follows in the handbook.

Further examples are available at <http://citationmachine.net>

Examples of Parenthetical Documentation

Citations for Sources with an Author:

- Example of Author's Name in Reference

Global warming is increasing rapidly (Hanson 48-49).

- Example of Author's Name Used in Text

Hanson has argued this point successfully (48-49).

- Example of Quotation (greater than 4 typed lines long) with Author

Burkhard Bilger offers this comment on the atmosphere:

This carbon cycle ties together the atmosphere, the biosphere, and the geosphere. The atmosphere contains only about two-fifths as much carbon as does the biosphere and about one-fiftieth as much as the oceans but enough carbon passes through the atmosphere to make CO₂ the second most important greenhouse gas after water vapor (34).

(Notice the quotation is double-spaced and indented one inch from the left margin. Two spaces follow the period before the page citation.)

Citations for Sources Listed by Title (No Author):

- Example of Title in Reference

Greenhouse gases surround the earth to keep it warm ("Forests").

(No page listed because this is an Internet article.)

- Example of Title in Text

According to the Global Change: Reducing Uncertainties, these statistics are faulty and overblown (5-6).

Examples of Parenthetical Documentation (continued)

Citations from Same Source without an Intervening Source:

- *Example of Author's Name in Reference*

The misconceptions about global warming will continue (Pearce 35).
(Text continues and no other sources cited.)

- *Example of Author's Name Used in Text*

Pearce states this problem will continue to concern us as we enter the 21st Century (40).
(Page number refers to the previous work by Pearce.)

NOTE: Research papers are expected to have proper research parenthetical documentations in every paragraph, except the introductory and closing paragraphs.

Works Cited Examples (According to the style of the MLA Handbook):

- ***ARTICLES IN MAGAZINE:***

Garnett, Edward. "A New American Poet." Atlantic August 1915: 20-22.

- ***ANTHOLOGY:***

Gerber, Philip, ed. Critical Essays on Robert Frost. Boston, Massachusetts: G. K. Hall and Co., 1982.

- ***SOURCE FROM ANTHOLOGY:***

"Meet the Press." Gerber 117-123.

- ***BOOK WITH A SINGLE AUTHOR:***

Meyers, Jeffre. Robert Frost: A Biography. New York: Houghton Mifflin Company, 1996.

- ***ARTICLE FROM AN ON-LINE DATABASE THAT COMES FROM A PRINT SOURCE:***

Stafford, William. "The Terror in Robert Frost." The New York Times on the Web 18 August 1974. 18 November 2000. <http://www.nytimes.com/books>.

- ***INTERVIEW:***

Rodriguez, Robert. Telephone interview, 12 November 2000.

- ***ARTICLE FROM AN ON-LINE DATABASE THAT HAS NO PRINT EQUIVALENT:***

Reuben, Paul P. "Chapter 7: Early Twentieth Century—Robert Frost." PAL: Perspectives in American Literature—A Research and Reference Guide. 15 November 2000, 17 November 2000. <http://www.csustan.edu/english/reuben/pal/chap7/frost.html>.

- **GENERAL REFERENCE WORKS:**

"Robert Frost." World Book Encyclopedia. 1983 ed.

- ***BOOK WITH MORE THAN ONE AUTHOR:***

Thompson, Lawrance R., and R. H. Winnick. Robert Frost. New York: Holt Rinehart and Winston, 1966-76.

- ***SOURCE FROM ANTHOLOGY:***

Trachen, Isadore. "Robert Frost: Some Divisions in a Whole Man." Gerber 170-180.

- ***ARTICLE IN NEWSPAPERS:***

Udall, Stewart L. "Robert Frost's Last Adventure." The New York Times 11 June 1972: 28.

Works Cited

“Babies Can Learn in the Womb.” 4 March 2002

<http://news.bbc.co.uk/1/hi/English/health/newsid.>

“Building Baby’s Intelligence: Why Infant Stimulation Is Important.” 3 March 2002

<http://www.evisagedesi-gn.com/ohbaby.>

Golant, Susan K. “Kid Safe.” New York, NY. First Galanad Books, 1995.

Gray, John Ph.D. “Children Are from Heaven.” New York, NY: Harper Collins, 1999.

“Illustrated Book of Child Care.” New York, NY. Hearst Books, 1995.

Kotulak, Ronald. “Babies Reason by 6 Months, Study Suggests.” Seattle Times, Seattle, WA;

7 January 1999: A7.

Muha, Laura, “Your Baby’s Amazing Brain.” 5 March 2002

<http://proquest.umi.com/pqdweb?>

Oliver, Kathy. “Your Child’s Brain:” The Crucial First Years.” March 2002

<http://ohioline.osu.edu/hyg-fact.>

Taffel, Dr. Ron. “Nurturing Good Children Now.” New York, NY: Golden Books, 1999.

“The Mozart Effect Online Resources on Music/Brain Research.” 4 March 2002

<http://www.parentingbaby.com/Parenting-Baby-Music.>

Walker, Mary. Personal Interview. April-March 2002.

Transitions

Clear written communication requires transitions; they are as necessary in short pieces of writing (e.g., individual paragraphs) as they are in longer pieces (e.g., research papers). Writing without transitions lacks direction. Writing with clear transitions is focused and directed. The ultimate goal when writing transitions is to guide readers through a series of ideas.

Writing is a form of communication; it is a transmission of ideas from one person to one or more other people. Consequently, a writer must constantly be mindful of his audience. The writer must control the communication; he is responsible for guiding—essentially controlling—the direction of his readers’ thinking. When a writer uses clear transitions, he is able to help his readers do two things at once: keep a main idea in mind and review a series of supporting details or examples. When a writer has done his job well, readers can effortlessly follow his train of thought.

Writing transitions for a research paper is relatively simple. The goal with each transition is to remind readers of the main idea and introduce a new supporting idea. For example, when you’re ready to move from your introductory paragraph to your first body paragraph, remind readers about your thesis and introduce your first supporting idea. When you’re ready to move from your first to your second supporting idea, remind readers about your thesis again. Similarly, when you’re ready to introduce a supporting detail or example, remind readers of the bigger idea being supported by the detail or example. Each new paragraph must include some sort of transition. Remember, the goal is to guide or control the direction of your readers’ thinking and focus.

Accordingly	Consequently	However	Otherwise
Additionally	Conversely	In addition	Otherwise
Again	Equally	In fact	Second
Also	Finally	In other words	Similarly
Another	First	In short	Therefore
As a result	For example	Likewise	Third
As though	For instance	Moreover	Thus
At last	Furthermore	Nevertheless	While
Besides	Hence	On the other hand	

Transitions will always be followed by a comma.

Washougal School District Senior Project - Thesis Research Paper Evaluation

Students must score a 3 or 4 in each category in order to pass.

<u>Category</u>	<u>1-Undeveloped</u>	<u>2-Developing</u>	<u>3-Proficient</u>	<u>4-Exemplary</u>	<u>Score</u>
<u>I. MLA Format</u>	Major errors in documentation and works cited page. Missing sources or source minimums.	Some errors in documentation and works cited page. Missing sources or source minimums.	Few minor errors in documentation/works cited page. All sources match paper and WC page.	Parenthetical and works cited page is MLA correct. All sources match paper and WC page.	
<u>II. Topic Outline</u>	Major errors and mismatching subjects and paper	Some errors or mismatched subjects and paper	Few errors Matching all subjects in paper	Error-free Matching all subjects in paper	
<u>III. Thesis Introduction</u>	Unclear thesis Missing info. Hook sentence Citations present	Unclear or simple thesis Hook sentence Minimal info. No citations	Clear thesis Hook sentence Mostly sufficient info. No citations	Arguable thesis Hook sentence Sufficient info. No citations	
<u>IV. Spelling Grammar</u>	Extensive errors that impede readability of paper. Major editing necessary	Frequent errors through paper. Shows limited control of conventions	Minor mistakes in grammar and spelling Some editing needed	Strong control of standard writing conventions with few errors No contractions	
<u>V. Fluency Mechanics</u>	Frequent run-ons, splices, and fragments make reading difficult Incorrect headers/title page	Structure unvaried Fragments, run-ons, and splices present Minor mistakes on headers/title page	Minimal fragments, run-ons, or splices Few mistakes on headers/title page	Sentences well built, strong, and varied. Headers/title page correct	
<u>VI. Body Organization</u>	Topic sentences unclear or unsupportive Missing transitions Paragraphs too large	Some unclear topic sentences or mismatched information Missing transitions	Clear topic sentences Consistent use of transitions Info. matches topic and supports thesis	Clear topic sentences Effective use of transitions Info. matches topic and supports thesis	
<u>VII. Style Voice</u>	No audience awareness Flat voice, impersonal Major mistakes and frequent use of pronouns, commands	Lack of audience awareness Major mistakes in style Few pronouns, implied commands	Good audience awareness Formal and engaging style Few mistakes in style No personal pronouns, implied commands	Strong audience awareness and engagement No personal pronouns, implied commands	
<u>VIII. Valid Documentation</u>	Over-use of single source Missing citation in paragraphs	Imbalance of source usage All paragraphs cited	Minor imbalance in variance of research All paragraphs cited	Strong evidence of varied research. Multiple sources used in paragraph All paragraphs cited	
<u>IX. Conclusion</u>	Missing major points or unclear statement of thesis Or contains citations	Choppy summary Or cloudy restatement of thesis No citations Contains New Info	Restatement of thesis Summary of most major points No citations No New Info	Engaging restatement of thesis Fluid summary of all major points No citations	
<u>X. Format</u>	Times New Roman 12 point font	Margins 1” No widow/orphan lines	10 pages length (including title and works cited pages)	MLA Standard Format	

Culminating Exhibition: Example of Autobiographical Letter

1201 39th Street
Washougal, WA 98671
April 20, 2012

Senior Panelists
Washougal High School
Washougal, WA 98671

Dear Senior Panelist:

After moving from Portland, Oregon, to my father's house in Washougal, I have attended Washougal High School for nearly four years. The Portland school I attended was a 6A school in size! I have found it much easier to get one-on-one help in Washougal and I really like it here.

In the last four years I have learned how to completely rebuild a Mustang car. I also have become very advanced in the fine arts woodworking program. I find I am more of a visual and hands-on learner. I have also learned a lot about firearms and law enforcement because my father is a homicide detective for Troutdale and was recently promoted to a position as a U.S. Marshall.

The main skill I have learned is to always finish my work. This skill is important no matter where you are in life, but especially in the auto business. I am thankful for developing this habit because it has brought me this far in high school.

The most influential person in my life would have to be my father. He has accomplished so much in life, and he couldn't be a better role model. My dad has taught me nearly everything I know about mechanics. My dad also has great morals and is constantly doing good deeds.

The biggest impact on my life would have to be playing football and baseball. Both of these sports have helped me grow mentally and physicaly. I have played sports all my life and in high school, it has elped me become more responsible.

I now plan to finish off high school and go to college to become an auto specialist. I also plan to achieve all of my goals that I set for my five-year plan. I am very strong in the auto industry and hope to successfully pursue this career.

I have enjoyed high school and there's not one thing I would change. Thank you for reading my letter.

Sincerely,

John H. Doe

John H. Doe

SPEECH PREPARATION OUTLINE

Generalized format with which to write speech:

- I. Introduction
 - a. Audience grabber
 - b. Introduce self
 - c. Project and paper
- II. Paper
 - a. Title and thesis
 - b. Result: What have you learned and how did it relate to your project?
- III. Physical Project
 - a. Purpose
 - b. Project itself
 - c. Problems encountered
 - d. Learning – stretch
- IV. Conclusion
 - a. Future
 - b. Thank you
 - c. Questions

Carefully observe the presentation evaluation on the last page of the handbook for further informational points of emphasis.

Power Point Instruction can be found at:

<http://www.washougal.k12.wa.us/whs/teachinglearning/seniorprojects.htm>

SENIOR PROJECT SUMMARY

Name: _____ Teacher: _____

Title of Research Paper: _____

Title of Physical Project: _____

SYNOPSIS OF RESEARCH PAPER: (25 words minimum)

What point are you trying to make? What have you proven in your paper?

PROJECT DESCRIPTION:

1. Estimated total hours:
2. Steps and time involved:
3. Date Started and Date Completed:
4. Materials and Resources Used:

RELATIONSHIP BETWEEN PROJECT AND PAPER:

What have you studied and then applied?

BACKGROUND EXPERIENCE IN AREA:

Before Project

Learning During Project

What exactly was the stretch for you?

SPECIAL THINGS I'D LIKE THE JUDGES TO CONSIDER:

REQUIRED IN FOLDER

** PDF form available on WHS website*

Presentation Standards

The final component of the Senior Culminating Project is an oral presentation to a panel of community and staff members. The Presentation is a defense of the student's readiness to assume responsibility for the student's own learning. During the Presentation, students communicate how their experience with each Culminating Project component integrates into an overall assessment of themselves as learners and of their future goals.

I. Content and Organization

- A. Opens and concludes effectively.
- B. Proceeds in a clear and organized manner.
- C. Shares insights from the process of researching and writing the Research Paper.
- D. Communicates the important highlights of the Culminating Project through relevant details, anecdotes, and information.
- E. Describes new learning and increased understanding gained by doing the Culminating Project.
- F. Defines self as learner through relevant details, anecdotes, and information from the Autobiographical Letter.
- G. Explains how the Culminating Exhibition connects to future plans as well as readiness to assume responsibility for lifelong learning.

II. Delivery

- A. Meets time requirements:
 - Presentation: 10-11 minutes.
 - Questions & Answers: up to 10 minutes.
- B. Appears practiced and prepared to present.
- C. Delivers, does not "read," the presentation.
- D. Uses gestures, facial expressions, and eye contact to engage the audience.
- E. Employs a clear voice and appropriate volume.
- F. Chooses words that are appropriate for topic, audience, and purpose.
- G. Uses correct grammar.
- H. Integrates technology and/or audio-visual(s) into the presentation.

III. Impromptu Response and Justification

- A. Responds effectively to questions and elaborates without prompting.
- B. Responds to panelists in a respectful and appropriate way.
- C. Responds in a way that reveals understanding.