
Senior Project

2011-2012

Mrs. Vennes

English IV



Overview

Successful completion of the Senior Project provides the students with the opportunity to demonstrate advanced proficiency in the attainment of Riverside Preparatory Expected School wide Learning Results (ESLRs) in one or more categories of the 6 E's of Excellence. The Senior Project must demonstrate a "learning stretch" of what the student has learned, and be personally useful and relevant to the student.

Essential Components

In order for the student to receive credit for their Senior Project, he or she must demonstrate proficiency in the following:

Phase One: Preliminary Planning

-Letter of Intent

You must submit a letter of intent. Prior to beginning your Senior Project, the Senior Project Committee must approve your letter of intent.

Phase Two: Research and Action

Phase Three: Formal Presentation and Evaluation

-Presentation

Prepare a formal 5-7 minute presentation in front of a Project Panel, which will be followed by a question and answer session. The presentation can be done orally, in a creative presentation or in a non-traditional way.

- Senior Project Portfolio

The Senior Project Portfolio documents the student's experiences, processes, and personal insights.

Project Choices

Career Exploration / Internship - The student works with a community mentor (30 hours), one on one, in a specific area related to the student's desired goals and interests.

Project Required Activities

The Senior Project consists of the following activities:

- a project proposal and letter of intent
- a research paper on an approved topic of the student's choice
- work logs documenting the number of hours spent on the project signed by the student's mentor
- reflective logs
- a portfolio including some form of visual documentation (example: photos of work/skill experience)
- a formal oral presentation before a panel of community members, teachers, administrators, parents, and staff

Each of the above activities will be assessed by a rubric that aligns with California State Standards.

Parent/Guardian Consent/Liability Form
Riverside Preparatory School

To the Parents/Guardians of _____:

Your son/daughter is about to embark upon an exciting educational journey! The Senior Project will provide enormous benefits for your child both now and in the future. Successful completion of the Senior Project will provide students with valuable experience to better prepare them for the responsibilities of adulthood.

Please take some time to discuss the project with your child, and initial each of the items below indicating that you understand and approve of each.

_____ I approve of my child's selected project, and understand that some of the work will be completed outside of the normal school hours.

_____ I approve of my child's research topic paper.

_____ I acknowledge the the mentor selected is at least 21 years old, and is not a relative of my child.

_____ I acknowledge that all transportation for work outside of the school day is the responsibility of the student or parent/guardian.

_____ I understand that all costs and risks associated with the project are the responsibility of the student or parent/guardian.

_____ I understand that the final project presentation must be physically at the school the day of Senior Project presentations.

_____ I understand that integrity and honesty are just as important as all other components of the Senior Project. Any suspicion that my child has plagiarized or has been dishonest in any aspect of the Senior Project may result in referral to the school's Senior Project advisory team, administration, or other appropriate authority.

I understand that the school, district, state, and their agents are not responsible for all potential risks resulting form the Senior Project. Accordingly, I release Riverside Preparatory School, the Oro Grande Elementary School district, the San Bernardino Department of Education, and the California Department of Education and their agents from all claims arising from any financial obligation incurred, and damage, injury, or accident suffered while my child participated in the Senior Project.

Parent/Guardian's Name: (Print) _____

Parent/Guardian's Signature: _____

Date: _____

Senior Project Proposal and Commitment Form Letter

Your Street Address
City, State, Zip Code
Date

Senior Project Advisory Board
Riverside Preparatory School
19121 Third Street
Oro Grande, CA 92368

Dear Senior Project Advisory Board:

In this paragraph, describe the general area of interest for your project (science, art, sports, law, etc.) and why you are interested in this area. Make sure you explain what you already know, have experienced, or have accomplished in this area.

In the second paragraph, include specific research on which your paper will focus, some of the ideas you hope to include, and what possible sources you might use.

Begin this paragraph with a transitional sentence showing the relationship between your paper and your physical project. Then describe your project, what it will be, who is involved, potential cost, potential time spent, and possible resources.

Finally, explain your understanding of plagiarism and the repercussions of such an act.

You will need the following signatures upon submission to the Senior Project Advisory Board:

Student: _____ Date: _____

Parent: _____ Date: _____

Research Topic: _____

Senior Project

The senior project is a chance for you to learn more about something you are interested in. This includes, but is not limited to, work in your potential career field, learning to do something new (like playing an instrument or doing something crafty) or exploring something that you want to know more about.

When deciding on a final senior project topic, please ask yourself the following questions:

1. Will this topic have enough information to support a large (5-7 page) research paper?
2. Can I easily find a mentor in this field?
3. How will this benefit me in the future?
4. What will the end product of this project be?
5. Will it be easy to illustrate what you have learned?
6. Will this topic be easy to document (with pictures or video)?
7. Can I complete 30 hours on this project and not run out of things to do?

Remember, you will have to have a final research paper and PowerPoint illustrating your growth in your project. You will also have to present your project before the senior project board, which will include myself, Mr. Bell and Mr. Andreasen.

The goal for the senior project is that you can show growth in your learning over time. You have to be able to prove, through explanations, pictures and/or videos, the knowledge you started with before working with your mentor, and end by showing us every detail that you learned over 30 hours of time. This will include the terms you have learned, the equipment you now know how to use, the information you now know by heart, etc.

The project will entail:

1. 30 hours of face-to-face time with your mentor
2. One 5-7 page research paper (in APA format)
3. A completed mentor log showing the hours spent with your mentor
4. A senior project proposal letter
5. A parent/guardian consent form
6. Monthly senior project journals (9 total for the year)
7. A PowerPoint or Keynote presentation highlighting your project
8. Pictures and/or videos of you completing your project
9. A detailed list of questions you plan on asking your mentor

Senior Project Due Dates:

Senior project proposal letter: September 2011

Parent/guardian consent form: September 2011

Mentor questions: September 2011

Monthly project log #1: Friday, September 30th, 2011

Monthly project log #2: Friday, October 28th, 2011

Monthly project log #3: Friday, November 18th, 2011

Monthly project log #4: Wednesday, December 21st, 2011

Monthly project log #5: Friday, January 24th, 2012

Monthly project log #6: Friday, February 24th, 2012

Monthly project log #7: Friday, March 16th, 2012

Monthly project log #8: Friday, April 27th, 2012

Monthly project log #9: Friday, May 18th, 2012

Presentation run through #1: Week of March 12th, 2012

Presentation run through #2: Week of April 9th, 2012

Presentation run through #3: Week of April 23rd, 2012

Presentations: Week of May 21st, 2012 (times TBA)

Research paper rough draft #1: Friday, November 18th, 2011 **2 items due this date**

Research paper rough draft #2: Wednesday, December 21st, 2011

Research paper final draft: Friday, February 3rd, 2012

Senior Project Mentor

Questions to ask my mentor throughout the project:

1. What is a normal day in this field like?
2. What special terms/abbreviations/words will I need to know for this field?
3. What education will I need? What are some of the best schools to attend in this field?
4. What is the average pay and/or benefits for this job?
5. What are the best parts of the job, and what are the not-so-fun parts?
6. What will my normal working hours be?
7. How do I move up in this field? Will I need additional training?
8. What is the job outlook for this profession for the next 5 years? The next 10 years?
9. What resources (websites, books, magazines) can I use to learn more?
10. Are there any special classes I can take to help me in this field?
11. What special terminology do you use in this profession that I can start learning/memorizing now?

These are questions are just to get you started. You will need to come up with your own questions, specific to your project, that you will ask your mentor.

You will be required to log 30 hours with your mentor. These hours can be volunteer work in the field alongside you mentor, shadowing your mentor and emailing or talking to your mentor on the telephone. Document every interaction with you mentor on the attached mentor log and include the date of the interaction, the time spent, a brief description and either the mentor's signature (if you met with them in person) or a copy of the email, screenshot of the skype or detailed summary of the phone conversation.

The mentor hours should include one-on-one time with your mentor as much as possible. In a perfect world, every single minute of the 30 hours would be spent working alongside your mentor; however, with busy schedules and extracurricular activities, phone calls and emails will be acceptable forms of communication for a portion of the project. Try to keep emails and phone calls to a minimum, or use them between face-to-face meetings as a supplement or for additional questions you may not have thought of during your meetings.

You **MUST** make contact with your mentor a minimum of once a month.

Senior Project Mentor Commitment Form

Mentors are required for each student and must be over the age of twenty-one. They must be knowledgeable about the topic or project choice and may only assist one student. A mentor may also NOT be a family member or significant other. Mentors must be willing to:

- Share their expertise
- Meet with the student for at least 30 hours
- Sign off the student work hours
- Limit themselves to one student

Mentor's Name: _____

Occupation: _____

Address: _____

Phone Number: _____

Mentor's Signature: _____

Mentor's Email Address: _____

Parent Signature: _____

Explain how you mentor has acquired their knowledge about your topic:

| Date | Activity / Task | Time Spent | Mentor Signature |
|-------------|------------------------|-------------------|-------------------------|
| | | | |

Senior Project Journal

The senior project journal is a monthly assignment that chronicles the work that you have done on your senior project.

Your project journal should discuss:

1. Any research you have done for your paper. Include the web address, links, article printouts, etc. Make sure you describe what the article is about as well (give a short summary)
2. Any pictures or video that you have taken of your project. These can be printed, emailed or even shown to me in class.
3. Printouts of any email correspondence.
4. Business cards, brochures, handouts or any other piece of evidence that you have collected from working on your project.
5. Any questions or information you plan to research further or ask your mentor about at your next meeting
6. Future plans detailing when you plan to meet with your mentor again and what work is coming up in the near future.

The monthly log should be at *minimum* 350 words. Remember, this reflects that work that you have been doing for the entire month, so it should be rather detailed.

Sample Senior Project Journal

Dear Mrs. Vennes:

This month, I have worked quite a bit on the research for my senior project. I have found 5 interesting websites that I think are going to be very helpful as I continue writing my paper. The first one is at <http://owl.english.purdue.edu/owl/resource/560/18/>. This website is the OWL at Purdue Online Writing Lab. It has handouts, helpful tips and samples for APA format. Since I am not very familiar with APA format, I am definitely going to be using this resource in the future.

Since I am working in the medical field for my project, I found the website <http://www.nursingworld.org/>. On this site, I read the article called "Integrating YouTube into the Nursing Curriculum." This article discusses how many nursing programs in California are using videos from the YouTube site to teach their nurses about specific topics. Nurses might watch a video that shows a nurse taking the vital signs of a patient, but it will go step by step and include written instructions on the screen. Although this will not replace hands-on experience, it is a useful tool for those in nursing classes as they wait to complete their hours.

I have not met face to face with my mentor in the past two weeks due to my hectic volleyball schedule, but I did send two emails this month. I have attached the emails to this letter. Both emails are discussing our plans for my volunteering hours, as well as some terms that I should start studying so I know what everyone is talking about when I get to my first volunteering session.

I have also thought of some more questions for my mentor when we meet up in two weeks for my volunteer session. I plan to ask her which nursing school in this area is considered the top school, how long it takes to get through the program (on average) and which hospital is the best one to work for.

Sincerely,

Jane Doe



The title should summarize the paper's main idea and identify the variables under discussion and the relationship between them.

The title should be centered on the page, typed in 12-point Times New Roman Font. It should not be bolded, underlined, or italicized.

Green text boxes contain explanations of APA style guidelines.

Blue boxes contain directions for writing and citing in APA style.



Varying Definitions of Online Communication and Their Effects on Relationship Research



Elizabeth L. Angeli
State University

The author's name and institution should be double-spaced and centered.

Author Note

Elizabeth L. Angeli, Department of Psychology, State University.

Elizabeth Angeli is now at Department of English, Purdue University.

This research was supported in part by a grant from the Sample Grant Program.

Correspondence concerning this article should be addressed to Elizabeth Angeli, Department of English, Purdue University, West Lafayette, IN 55555.

Contact: author@boiler.edu

The running head is a shortened version of the paper's full title, and it is used to help readers identify the titles for published articles (even if your paper is not intended for publication, your paper should still have a running head).

The running head cannot exceed 50 characters, including spaces and punctuation. The running head's title should be in capital letters. The running head should be flush left, and page numbers should be flush right. On the title page, the running head should include the words "Running head." For pages following the title page, repeat the running head in all caps without "Running head."

The author note should appear on printed articles and identifies each author's department and institution affiliation and any changes in affiliation, contains acknowledgements and any financial support received, and provides contact information. For more information, see the APA manual, 2.03, page 24-25. Note: An author note is optional for students writing class papers, theses, and dissertations..

An author note should appear as follows:
 First paragraph: Complete departmental and institutional affiliation
 Second paragraph: Changes in affiliation (if any)
 Third paragraph: Acknowledgments, funding sources, special circumstances
 Fourth paragraph: Contact information (mailing address and e-mail)

VARYING DEFINITIONS OF ONLINE COMMUNICATION

2

Abstract



The abstract is a brief summary of the paper, allowing readers to quickly review the main points and purpose of the paper.

The abstract should be between 150-250 words. Abbreviations and acronyms used in the paper should be defined in the abstract.

This paper explores four published articles that report on results from research conducted on online (Internet) and offline (non-Internet) relationships and their relationship to computer-mediated communication (CMC). The articles, however, vary in their definitions and uses of CMC. Butler and Kraut (2002) suggest that face-to-face (FtF) interactions are more effective than CMC, defined and used as “email,” in creating feelings of closeness or intimacy. Other articles define CMC differently and, therefore, offer different results. This paper examines Cummings, Butler, and Kraut’s (2002) research in relation to three other research articles to suggest that all forms of CMC should be studied in order to fully understand how CMC influences online and offline relationships.

Keywords: computer-mediated communication, face-to-face communication

The word “Abstract” should be centered and typed in 12 point Times New Roman. Do not indent the first line of the abstract paragraph. All other paragraphs in the paper should be indented.

Varying Definitions of Online Communication and

Their Effects on Relationship Research



Numerous studies have been conducted on various facets of Internet relationships,

focusing on the levels of intimacy, closeness, different communication modalities, and the frequency of use of computer-mediated communication (CMC). However, contradictory results are suggested within this research mostly because only certain aspects of CMC are investigated, for example, email only. Cummings, Butler, and Kraut (2002) suggest that FtF interactions are more effective than CMC (read: email) in creating feelings of closeness or intimacy, while other studies suggest the opposite. In order to understand how both online (Internet) and offline (non-Internet) relationships are affected by CMC, all forms of CMC should be studied. This paper examines Cummings et al.'s research against other CMC research to propose that additional research be conducted to better understand how online communication affects relationships.

In Cummings et al.'s (2002) summary article reviewing three empirical studies on online social relationships, it was found that CMC, especially email, was less effective than FtF contact in creating and maintaining close social relationships. Two of the three reviewed studies focusing on communication in non-Internet and Internet relationships mediated by FtF, phone, or email modalities found that the frequency of each modality's use was significantly linked to the strength of the particular relationship (Cummings et al., 2002). The strength of the relationship was predicted best by FtF and phone communication, as participants rated email as an inferior means of maintaining personal relationships as compared to FtF and phone contacts (Cummings et al., 2002).

The title should be centered on the page, typed in 12-point Times New Roman Font. It should not be bolded, underlined, or italicized.

The title of the paper is centered and not bolded.

The introduction presents the problem that the paper addresses. See the OWL resources on introductions: <http://owl.english.purdue.edu/owl/resource/724/01/>

If an article has three to five authors, write out all of the authors' names the first time they appear. Then use the first author's last name followed by "et al."

In-text citations that are direct quotes should include the author's/ authors' name/s, the publication year, and page number/s. If you are paraphrasing a source, APA encourages you to include page numbers: (Smith, 2009, p. 76).

APA requires you to include the publication year because APA users are concerned with the date of the article (the more current the better).

Cummings et al. (2002) reviewed an additional study conducted in 1999 by the HomeNet project. In this project, Kraut, Mukhopadhyay, Szczypula, Kiesler, and Scherlis (1999) compared the value of using CMC and non-CMC to maintain relationships with partners. They found that participants corresponded less frequently with their Internet partner (5.2 times per month) than with their non-Internet partner (7.2 times per month) (as cited in Cummings et al., 2002). This difference does not seem significant, as it is only two times less per month. However, in additional self-report surveys, participants responded feeling more distant, or less intimate, towards their Internet partner than their non-Internet partner. This finding may be attributed to participants' beliefs that email is an inferior mode of personal relationship communication.

Intimacy is necessary in the creation and maintenance of relationships, as it is defined as the sharing of a person's innermost being with another person, i.e., self-disclosure (Hu, Wood, Smith, & Westbrook, 2004). Relationships are facilitated by the reciprocal self-disclosing between partners, regardless of non-CMC or CMC. Cummings et al.'s (2002) reviewed results contradict other studies that research the connection between intimacy and relationships through CMC.

Hu et al. (2004) studied the relationship between the frequency of Instant Messenger (IM) use and the degree of perceived intimacy among friends. The use of IM instead of email as a CMC modality was studied because IM supports a non-professional environment favoring intimate exchanges (Hu et al., 2004). Their results suggest that a positive relationship exists between the frequency of IM use and intimacy, demonstrating



Use two spaces after a period throughout your paper.

that participants feel closer to their Internet partner as time progresses through this CMC modality.

Similarly, Underwood and Findlay (2004) studied the effect of Internet relationships on primary, specifically non-Internet relationships and the perceived intimacy of both. In this study, self-disclosure, or intimacy, was measured in terms of shared secrets through the discussion of personal problems. Participants reported a significantly higher level of self-disclosure in their Internet relationship as compared to their primary relationship. In contrast, the participants' primary relationships were reported as highly self-disclosed in the past, but the current level of disclosure was perceived to be lower (Underwood & Findlay, 2004). This result suggests participants turned to the Internet in order to fulfill the need for intimacy in their lives.

In further support of this finding, Tidwell and Walther (2002) hypothesized CMC participants employ deeper self-disclosures than FtF participants in order to overcome the limitations of CMC, e.g., the reliance on nonverbal cues. It was found that CMC partners engaged in more frequent intimate questions and disclosures than FtF partners in order to overcome the barriers of CMC. In their 2002 study, Tidwell and Walther measured the perception of a relationship's intimacy by the partner of each participant in both the CMC and FtF conditions. The researchers found that the participants' partners stated their CMC partner was more effective in employing more intimate exchanges than their FtF partner, and both participants and their partners rated their CMC relationship as more intimate than their FtF relationship.

Discussion

In 2002, Cummings et al. stated that the evidence from their research conflicted with other data examining the effectiveness of online social relationships. This statement is supported by the aforementioned discussion of other research. There may be a few possible theoretical explanations for these discrepancies. First, one reviewed study by Cummings et al. (2002) examined only email correspondence for their CMC modality. Therefore, the study is limited to only one mode of communication among other alternatives, e.g., IM as studied by Hu et al. (2004). Because of its many personalized features, IM provides more personal CMC. For example, it is in real time without delay, voice-chat and video features are available for many IM programs, and text boxes can be personalized with the user's picture, favorite colors and text, and a wide variety of emoticons, e.g., :). These options allow for both an increase in self-expression and the ability to overcompensate for the barriers of CMC through customizable features, as stated in Tidwell and Walther (2002). Self-disclosure and intimacy may result from IM's individualized features, which are not as personalized in email correspondence.

In addition to the limitations of email, Cummings et al. (2002) reviewed studies that focused on international bank employees and college students. It is possible the participants' CMC through email was used primarily for business, professional, and school matters and not for relationship creation or maintenance. In this case, personal self-disclosure and intimacy levels are expected to be lower for non-relationship interactions, as this communication is primarily between boss and employee or student

A Level 1 heading should be centered and bolded. If you use more than two levels of headings, consult section 3.02 of the APA manual (6th ed.) or the OWL resource on APA headings: <http://owl.english.purdue.edu/owl/resource/560/16/>

Because all research has its limitations, it is important to discuss the limitations of articles under examination.

and professor. Intimacy is not required, or even desired, for these professional relationships.

Instead of professional correspondence, however, Cummings et al.'s (2002) review of the HomeNet project focused on already established relationships and CMC's effect on relationship maintenance. The HomeNet researchers' sole dependence on email communication as CMC may have contributed to the lower levels of intimacy and closeness among Internet relationships as compared to non-Internet relationships (as cited in Cummings et al., 2002). The barriers of non-personal communication in email could be a factor in this project, and this could lead to less intimacy among these Internet partners. If alternate modalities of CMC were studied in both already established and professional relationships, perhaps these results would have resembled those of the previously mentioned research.

In order to gain a complete understanding of CMC's true effect on both online and offline relationships, it is necessary to conduct a study that examines all aspects of CMC. This includes, but is not limited to, email, IM, voice-chat, video-chat, online journals and diaries, online social groups with message boards, and chat rooms. The effects on relationships of each modality may be different, and this is demonstrated by the discrepancies in intimacy between email and IM correspondence. As each mode of communication becomes more prevalent in individuals' lives, it is important to examine the impact of all modes of CMC on online and offline relationship formation, maintenance, and even termination.

The conclusion restates the problem the paper addresses and can offer areas for further research. See the OWL resource on conclusions: <http://owl.english.purdue.edu/owl/resource/724/04/>

References

- Cummings, J. N., Butler, B., & Kraut, R. (2002). The quality of online social relationships. *Communications of the ACM*, 45(7), 103-108.
- Hu, Y., Wood, J. F., Smith, V., & Westbrook, N. (2004). Friendships through IM: Examining the relationship between instant messaging and intimacy. *Journal of Computer-Mediated Communication*, 10(1), 38-48.
- Tidwell, L. C., & Walther, J. B. (2002). Computer-mediated communication effects on disclosure, impressions, and interpersonal evaluations: Getting to know one another a bit at a time. *Human Communication Research*, 28(3), 317-348.
- Underwood, H., & Findlay, B. (2004). Internet relationships and their impact on primary relationships. *Behaviour Change*, 21(2), 127-140.

Start the reference list on a new page, center the title "References," and alphabetize the entries. Do not underline or italicize the title. Double-space all entries. Every source mentioned in the paper should have an entry.

Research Paper Guidelines

The research paper must consist of the following:

1. Title page
2. Abstract
3. Thesis statement
4. Five pages of research
5. A minimum of 1000 words
6. References page
 - i. A minimum of five sources
 - ii. No more than three sources from any one type of source (internet, book, journal, etc.)
 - iii. At least one primary source
 - iv. Three internet sources maximum
7. Paper will adhere to APA format 6th ed.
(<http://owl.english.purdue.edu/owl/resource/560/01/>)

Final Draft due date: _____

Research Report : Senior Project

Teacher Name: **Mrs. Vennes**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------------|---|--|---|---|
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| Sources | All sources (information and graphics) are accurately documented in APA format throughout the entire paper. | All sources (information and graphics) are accurately documented, but a few are not in APA format. | All sources (information and graphics) are accurately documented, but many are not in APA format. | Sources are not documented at all. |
| Mechanics | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical, spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| Purpose | The writer's central purpose is readily apparent to the reader. | The writer has a clear purpose, but will sometimes digress from it. | The central purpose is not consistent throughout the paper. | The central purpose is generally unclear. |
| Tone | The tone is consistently professional and appropriate for an academic research paper. | The tone is generally professional and appropriate for an academic research paper except in a few minor areas. | The tone is not consistently professional or appropriate. | The tone is unprofessional and it not appropriate for an academic research paper. |

Riverside Preparatory School

Senior Project Presentation Score Sheet

| | Excellent | Good | Average | Fair | Poor | Score |
|--|---|---|--|--|--|-------|
| Introduction | 5 | 4 | 3 | 2 | 1 | |
| | Introduction is well prepared, states the purpose of the presentation and offers an interesting attention-getter. | Introduction is adequately prepared – states the purpose of the presentation and offers and interesting attention-getter. | Introduction implies the purpose of the presentation and offers an attention-getter. | Introduction fails to indicate the purpose of the presentation and has no attention-getter. | There is no noted introduction to the presentation. | |
| Main Idea and Points | 5 | 4 | 3 | 2 | 1 | |
| | The main idea and points are supported by extensive accurate and appropriate details. | The main idea and points are mostly supported by accurate and appropriate details. | The main idea and points are supported by some accurate and appropriate details. | The main idea and points are minimally supported by accurate and appropriate details. | The main idea and points are not supported by accurate and appropriate details. | |
| “I Learned” Statements | 5 | 4 | 3 | 2 | 1 | |
| | Presentation is filled with self-discovery clues such as “I learned,” or “I never knew” statements. | Presentation includes many self-discovery clues such as “I learned,” or “I never knew” statements. | Presentation includes some self-discovery clues such as “I learned,” or “I never knew” statements. | Presentation includes at least one self-discovery clue such as “I learned,” or “I never knew” statement. | Presentation includes no self-discovery clues. | |
| Flow is Well Organized | 5 | 4 | 3 | 2 | 1 | |
| | Presentation is original, extremely well-organized from beginning to end. | Presentation is well-organized and flows logically from beginning to end. | Presentation is organized and flows logically from beginning to end. | Presentation shows some organization but lacks a logical flow from beginning to end. | Presentation is unorganized and lacks a logical flow organized and flows from beginning to end. | |
| Relationship Between Paper and Presentation | 5 | 4 | 3 | 2 | 1 | |
| | Research paper topic strongly relates to the project. | Research paper topic adequately relates to the project. | Research paper topic relates in some way to the project. | Research paper topic has minimal correlation to the project. | Research paper topic does not relate to the project in any way. | |
| Oral Communication Skills | 5 | 4 | 3 | 2 | 1 | |
| | Student enunciates well, makes appropriate word choices, uses transitions, and speaks with great enthusiasm and conviction. | Student enunciates, makes appropriate word choices, uses transitions and speaks with much enthusiasm and conviction. | Student enunciates, makes good word choices, uses transitions and speaks with enthusiasm and conviction. | Speaking techniques show a definite weakness in appropriate word choice, transitions, and speaking with enthusiasm and conviction. | Speaking techniques show inappropriate word choice, lack of transitions and a lack of enthusiasm and conviction. | |

| Conclusion | 5 | 4 | 3 | 2 | 1 | |
|-------------------------|--|--|--|---|--|--|
| | Conclusion effectively summarizes the presentation and generates interest. | Conclusion adequately summarizes the presentation but does not promote the desire to know more. | Conclusion summarizes the majority of the presentation. | Conclusion is minimal in summarizing the presentation. | Conclusion is either absent or fails to summarize presentation. | |
| Eye Contact | 5 | 4 | 3 | 2 | 1 | |
| | Student uses very good eye contact throughout the presentation and is thoroughly familiar with the speech that note cards are not necessary. | Student uses good eye contact throughout the presentation and is familiar enough with the speech that note cards are used very little. | Student uses some eye contact throughout the presentation but uses note cards often. | Student uses little eye contact throughout the presentation and uses note cards most of the time. | Student uses no eye contact and simply reads from note cards. | |
| Presentation Techniques | 5 | 4 | 3 | 2 | 1 | |
| | Student consistently uses effective presentation techniques such as poise, posture, rate/volume and gestures. | Student often uses effective presentation techniques such as poise, posture, rate/volume and gestures. | Student attempts to use effective presentation techniques such as poise, posture rate/volume and gestures. | Effective presentation techniques such as poise, posture rate/volume and gestures are used very little. | Effective presentation techniques such as poise, posture rate/volume and gesture do not exist. | |
| Student Dress | 5 | 4 | 3 | 2 | 1 | |
| | Student is dressed neatly in professional business attire. | Student is dressed neatly in clothing a step above regular school clothing. | Student is dressed in regular school clothing, but avoided wearing jeans and t-shirts. | Student is dressed in jeans and/or t-shirts. | Student is dressed sloppily and inappropriately for school. | |
| Visual Aids | 5 | 4 | 3 | 2 | 1 | |
| | Student uses an impressive selection of audio and/or visual aids, including modern technology. | Student uses a good selection of audio and/or visual aids, including modern technology. | Student uses some audio and/or visual aids, including some form of modern technology. | Student uses few audio and/or visual aids. | Student uses no audio or visual aids. | |
| Judges' Questions | 5 | 4 | 3 | 2 | 1 | |
| | Student impressively answers all questions fluently and confidently. | Student answers all questions fluently and confidently. | Student answers most questions fluently and confidently. | Student answers some questions but lacks fluency and confidence. | Student answers some questions but is vague and unprepared. | |
| Total Score | | | | | | |

**Grading
SCORE**

54-60
48-53
36-47
24-35
Below 23

GRADE

A
B
C
D
Not Acceptable

Score for Presentation _____

Grade for Presentation _____

Senior Events 2011-2012

Homecoming: October 22, 2011

Winter Formal: February 11th, 2012

Prom: Friday, May 11th, 2012 (\$110.00)

Senior Panoramic Picture: May 2012 (\$20.00)

Senior Awards Night: May 30th, 2012- 6-8PM

Graduation Practice: Monday, June 4th, 2012- 12:00-1:00PM

Senior Sunset: Tuesday, June 5th, 2012 at noon

Graduation: June 5th, 2012 6PM

Grad Night at Disneyland June 6th, 2012 (\$72.00)

Senior Class Meetings (During 5th period advisory)

September 8th, 2011

November 10th, 2011

December 8th, 2011

February 9th, 2012

March 8th, 2012

April 12th, 2012

May 10th, 2012

Yearbook Deadlines

Senior Secrets due November 17, 2011 (in Mrs. LaMar's room, 104)

Senior baby pictures and senior quotes due December 20th, 2011

Turn in senior quotes to Mrs. Vennes (room 105)

Email scanned pics to smart_matty25@yahoo.com or amadkitty@aol.com

Senior car pictures September 26th and 27th