**SENIOR RESEARCH PROJECT AND PRESENTATION**

The work outlined in this section is the culminating work for graduating seniors to allow them to demonstrate everything they have learned about reading, research, writing, organizing their time, and making a professional oral presentation. It is not only an excellent preparation for college but for the world or work, for the skills that are involved in this process are applicable to any job a person holds. The items in this section make an excellent portfolio piece for all students’ post-secondary endeavors.

**DESCRIPTION OF SENIOR PROJECT TYPES**

**Creative**

If you have a passion for art, music, drama, dance, or writing, explore this particular category. Create an original composition or develop a one-man show. Put together a collection of your poetry or a portfolio of your art work.

**Area of Study**

If you love a particular field of study, explore this option. It covers everything from foreign languages (an original translation) to mathematics (model logic to chaos theory) to practical applications of physics and chemistry (a frictionless machine or even flubber). A project in this area can be completely research based and it may result in a product.

 **Leadership**

If you have a passion to make things better, to improve the world around you, you should consider this option. To pursue it, define a problem in the school or in the community that is of substance and set in motion plans to solve or correct the problem. This can result in a careful study of the problem with a proposed solution or actual implementation of a program.

**Entrepreneurship and innovation**

If you are excited by stories of Bill Gates (Microsoft), Mark Zuckerberg (Facebook) or Google founders **Sergey Brin** and **Larry Page and love rags to riches tales, consider this option. The newspaper is full of stories about people who create new businesses. If you have ever said “I have ideas as well as those!”, then this would be an area to pursue.**

**Career Exploration**

If, from the time you were little, you have always wanted to “be” one thing, have one job- whether it is in politics, education or space exploration – you should consider this area. It involves not just finding out about a specific career area, but actually experiencing what it is like to work in the field by arranging to spend time with a professional in the area.

**Personal Enrichment**

**If you have a passion for something-whether it is martial arts or electric trains – or for those of you have thought, “I would love to learn about –“, this is a project area worth considering. Learn more about something that makes your own heart beat faster, whether it is hunting dinosaur bones or independent film making.**

**SENIOR RESEARCH PROJECT & EXHIBITION EXPLANATION**

Your research paper includes creating an open ended question, developing a working bibliography, taking notes, creating an outline, drafting, revising, editing, and proofreading and creating a product to accompany the paper. The paper is not the only component. You must prepare a product (see ideas below) and give an oral presentation which presents the core of your research.

Your paper must be at least 8-10 pages long and it must cover, at a minimum, these three areas:

* the history of the subject
* the current status of the subject
* the future or potential of the subject.

So you can see how this division works, samples from each category have been plugged into this three part division.

**Creative**

**Product:** If you do a one-person show in music, dance, theater arts, visual arts, or athletics, your paper and oral presentation must address

|  |  |
| --- | --- |
| **The history/background of your subject** | *What historical styles have influenced you?* |
| **Current Status** | *What are people in the area doing now; how are they doing it?* |
| **Future/Potential** | *How does you interpretation build on, carry on, or change direction.* |

**Product:** If you do an original composition in music, dance, writing, visual arts, theater arts, or athletics, your paper and oral presentation must address

|  |  |
| --- | --- |
| **The history/background of your subject** | *What historical styles have influenced you?* |
| **Current Status** | *What are people in the area doing now; how are they doing it?* |
| **Future/Potential** | *How does you interpretation build on, carry on, or change direction.* |

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| ***Notes/Ideas:*** |

**Leadership**

**Product:** If you are exploring a problem and trying to solve it, your paper and oral presentation must address

|  |  |
| --- | --- |
| **The history/background of your subject** | *What led to the problem?* |
| **Current Status** | *What is the current situation?* *What is currently being done to address the problem?**How have all solutions failed up to this point?* |
| **Future/Potential** | *What is your solution to the problem?**What is your analysis of your implementation of the problem and how it work?* |

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| ***Notes/Ideas:*** |

**Area of Study**

**Product:** If you are exploring a problem, issue, person, event, or place, your paper and oral presentation must address

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| --- | --- |
| **The history/background of your subject** | *What issues created the problem, issue, event, or shaped the person?* |
| **Current Status** | *How does the problem, issue, event, or person now stand?* |
| **Future/Potential** | *How is the problem or issue likely to be resolved?**What might be the long range effects?**How is the issue, event, or person likely to be regarded in the future?* |

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| ***Notes/Ideas:*** |

**Entrepreneurship/Innovation**

**Product:** If you are working on creating a business, service, or product , your paper and oral presentation must address

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| --- | --- |
| **The history/background of your subject** | *What has been available in this area historically?**What has caused the need for this business, product or service?* |
| **Current Status** | *Because your business, service, or product has not existed, what problems are there?* |
| **Future/Potential** | *How will your business, product, or service be of benefit?**How will you implement your business, product, or service?**How will your business, product, or service effect socity?* |

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| ***Notes/Ideas:*** |

**Career Exploration**

**Product:** If you are exploring a career that is of interest to you, create a power point for your oral presentation that addresses the issues covered in your paper.

|  |  |
| --- | --- |
| **The History/Background of your subject.** | *When, why, how, and were did this career arise?**What kind of training is required for this career and why?* |
| **Current Status** | *What is the role of this career in society?**How are members of this profession perceived by society?* |
| **Future/Potential** | *What changes will there be in terms of need, function in society, in training, and in people’s perception of this career in the future?* |

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| ***Notes/Ideas:*** |

**Personal Interest**

**Product:** If you are exploring a personal interest for this, your produce for your oral presentation will vary but you must addresses the issues covered in your paper.

|  |  |
| --- | --- |
| **The History/Background of your subject.** | *What is the history behind your subject?* |
| **Current Status** | *What is the current level of interest or involvement in this area?**Why do people seem to get involved in this? Why do you?* |
| **Future/Potential** | *What are the long term benefits of this interest?**Will the appeal of the subject continue? Why?* |

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| ***Notes/Ideas:*** |

**SENIOR RESEARCH PROJECT & EXHIBITION SUGGESTIONS**

*This goal of this list is to offer ideas that may help you focus on a topic, subject, or issue.*

***Creative Interests***

***If you are interested in …***

|  |  |
| --- | --- |
| ***Writing*** | *Create a body of original work****.***  |
| ***Acting***  | *Do a one-person show or cuttings.* |
| ***Dance*** | *Choreograph and perform or performance set.* |
| ***Directing*** | *Direct a short piece, or do different versions of a scene.* |
| ***Film*** | *Make a short film.*  |
| ***Gymnastics*** | *Choreograph a program.*  |
| ***Instrumental Music*** | *Create an original composition or performance set.* |
| ***Martial Arts*** | *Choreograph a program.*  |
| ***Photography*** | *Create a one person show.*  |
| ***Technical Theater*** | *Create a set, lighting, or sound design.* |
| ***Visual Arts*** | *Create a one-person show.*  |
| ***Vocal Music*** | *Create a performance set.* |

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| *Notes/Ideas* |

***Leadership***

***Explore a problem in school or the community that has substance and propose and/or implement a solution.***

|  |  |  |
| --- | --- | --- |
| ***School*** | ***Local Community*** | ***National/Global Community*** |
| *extra-currciulars* | *abandoned homes* | *climate change* |
| *bullying* | *cleanliness*  | *over-population*  |
| *schedules*  | *foster children* | *world court for war crimes*  |
| *student apathy*  | *landfills* | *trash in space*  |
| *student involvement*  | *playgrounds*  | *campaign finance*  |
| *honor code*  | *services for the elderly*  | *rain forests*  |
| *dress code*  | *the homeless*  | *S.E.T.I.* |

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| *Notes/Ideas* |

***Area of Study***

***If you are interested in***

|  |  |
| --- | --- |
| ***Math*** | *Explore a problem (four color theorem), logic, area; demonstrate a proof; write a an "explanation" for a text.* |
| ***Visual Arts, Performing Arts, and Music*** | *Explore a person, movement, or event.* *Explore a person (Stanislavsky), job, type (musical theater).* *Explore a person (Bernstein), a style (conducting, performing) type (Baroque, Rap).* |
| ***Biology*** | *Explore a problem or question, the effect of a discovery on* *Society (cloning, birth control pills, etc.).* |
| ***Chemistry*** | *Explore a problem (dean water or air, fire or prevention);* *Create a product (flubber); follow through an experiment.* |
| ***Economics*** | *Explore an event, person, theory;* *Create an investment strategy; create a teaching unit.* |
| ***English*** | *Explore a writer, body of literature, movement, or process;* *Examine how a specific issue (cloning) presented in literature.* |
| ***Ethics*** | *Explore an ethical issue (in science, politics, personal life);* *Examine the way a single moral issue is represented.* |
| ***Foreign Languages*** | *Do an original translation; study a culture component.* |
| ***Geography*** | *Examine the effect of geographical features on a culture;* *Postulate the way the moon's geography would effect life.* |
| ***History*** | *Explore an event, person, theory; create a "history;" do an "oral" history; do genealogical research* |
| ***Physics*** | *Explore a problem (fusion, fission), process, experiment; create a machine; follow through an experiment.*  |
| ***Psychology*** | *Explore a person, theory, technique or the effect on society of a person or theory.* |
| ***Religion*** | *Explore a non-Christian religion, a problem in religion.* |
| ***Sports*** | *Examine specific techniques of training or playing, a person, an event.* |

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| *Notes/Ideas* |

***Entrepreneurship/Innovation***

* *Pinpoint a need for a service or a product and design the way you could meet or fulfill that need.*
* *Explore one or several "entrepreneurs" and see how they came up with their ideas and how they implemented them.*
* *Find out how to start your own business and create a business plan for your business.*
* *Explore the way "entrepreneurs" are presented in literature or film - from Theodore Dreiser's The*
* *Financier to Michael Crichton's John Hammond.*

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| *Notes/Ideas* |

***CAREER EXPLORATION***

*This exhibition can work as a hands on exploration or as straight research.*

* *If there is a profession or job you have always been interested in, now is a chance to explore it. It may be medicine or coaching, teaching or nursing, law or architecture, circus clown or animal trainer, find out about it.*
* *Arrange to "shadow" an area professional in the field.*
* *Explore that ways a person enters this profession (how does a person get to be a circus*

 *clown?) and what the rewards of the work are.*

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| *Notes/Ideas* |

***Personal Enrichment***

*Think of something that is just neat - from sky-diving to scuba-diving to baseball card collecting*

*to swing dancing. Read about it; learn about it; just do it.*

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| *Notes/Ideas* |

**SENIOR RESARCH PROJECT AND EXHIBITION**

**PROPOSAL**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Meet with your Post-Secondary Pathways teacher to discuss your rough draft of this. Then prepare a typed final copy for your portfolio.

**Topic Description:** In two sentences identify your topic and explain your purpose.

**Project Goal:**  In four sentences, explain what you hope to learn by completing this project.

**Relationship to Personal Interests:** Explain how this topic relates to you.

**Project Activities:** Explain what you plan to do complete your project in each appropriate area.

* Research
* Books
* Internet
* Periodicals
* Interviews
* Films
* Recordings
* Live Performances
* Visual Arts
* Galleries/ Museums
* Artist’s studio
* Work with a professional
* Create original works

**Final Product:**  Every senior project requires a research paper. In this section explain what your product will be for your oral presentation.

* A performance
* A Portfolio/ display/collection of original work
* A composition
* A Product
* A power-point presentation
* A service
* A business/business plan
* An invention

**INTERVIEWS FOR RESEARCH**

**Interviewing Experts:**

An interview with a knowledgeable person (a primary source) can be very valuable. Be prepared, make a good impression, get the needed information, and show appreciation for the person's time and willingness to share information.

Most professional people are interested in helping students and will want to assist you if they can arrange their schedules. Therefore, as you plan what you want to ask, remember to be considerate and get to the point. Professionals are busy people, so be organized and make efficient use of their time.

 When you make the initial contact with a professional, introduce yourself on the phone as a local high school student working on a school-assigned project. Say that you need a local person to provide information and expertise in your specific are. Ask for a 15 to 20 minute appointment to meet with them.

***Before the interview:***

* Decide on your purpose.
* What do you want to find out?
* Write your questions and organize them in logical order.
* Learn something about the person to be interviewed (background, position, education, title, duties, etc. and especially correct spelling of name)
* Take paper and pen to make notes.

***During the interview:***

* Make a good impression.
* Dress for the occasion.
* Be on time. Five to ten minutes early is best.
* Smile, state your name clearly, shake hands, and state your purpose.
* Ask pertinent questions and listen for interesting .information.
* Ask for clarification if needed.
* Remember, direct quotes must be accurate, and something "off the record" should stay that way.

***After the interview:***

* Express appreciation at the interview **and** in a follow-up thank you note.
* Review your interview notes immediately and fill in gaps.
* When typing up the interview give a brief summary of the interview.

***Suggested Interview questions:***

 **Background Information**

* What is your full name and occupation/title?
* (If yes) May you please elaborate on your experience?

 **Project information:**

* Give an overview of the project and state your topic.
* Would you please elaborate on what you know?
* Inform them what you have learned about the topic and ask their opinion.

**Student Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_

**POST-SECONDARY PATHWAYS**

**RUBRIC FOR RESEARCH PAPER NOTE CARDS**

The note cards for the research paper are worth 10 pts. The distribution of your points is reflected in the following rubric, which illustrates the strengths and weaknesses of your note cards.

|  |  |  |
| --- | --- | --- |
| **Item Description** | **Points Possible** | **Points Received/Comments** |
| **Total number of cards** – Are there at least \_\_\_ note cards? | **2 pts.** |  |
| **Title for each card** – Does each card contain a title at the top of the card indicating the subject matter of the card? | **2 pts.** |  |
| **Source Information for each card** – Does each card contain the exact source (usually the author’s last name or source card #) and the page number (if available) from which the information is taken? | **2 pts.** |  |
| **Types of Note Cards** – Do the cards reflect a blend of paraphrases and direct quotes? | **2 pts.** |  |
| **MLA Card Format –** Are the cards in proper format so that they can be easily read? | **2 pts.** |  |

 **Total Points: \_\_\_\_\_\_\_\_\_**

**Student Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_

**POST-SECONDARY PATHWAYS**

**RUBRIC FOR TOPIC OUTLINE**

 The Topic Outline is worth **50pts**. The distribution of your points is reflected in the following rubric, which illustrates the strength and weaknesses of your outline.

|  |  |  |
| --- | --- | --- |
| **Item Description** | **Points Possible** | **Points Received/Comments** |
| **Format** – Is the title listed and correct? Is the thesis listed at the top of the page? Is proper outline format used including spacing and margins? Is it balanced? | **20 pts.** |  |
| **Major Supports** – Are there sufficient Roman numerals? Does each of the Roman numerals directly support the thesis? | **10 pts.** |  |
| **Development of Major Supports** – Is each Roman numeral developed with sub- headings that directly support the Roman numeral? Are there additional details that give facts that support the subheadings? | **20 pts.** |  |

 **Total Points: \_\_\_\_\_\_\_\_\_**

**Student Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_

**POST-SECONDARY PATHWAYS**

**RUBRIC FOR THE RESEARCH PAPER ROUGH DRAFT**

The rough draft of the research paper is worth **100 pts**. The distribution of your points is reflected in the following rubric, which illustrates the strengths and weaknesses of your paper.

|  |  |  |
| --- | --- | --- |
| **Item Description** | **Points Possible** | **Points Received/Comments** |
| **Component Parts** – Are there at least \_\_ pages of text and a Works Cited Page? | **10 pts.** |  |
| **Thesis** – Is there a clearly stated thesis? | **10 pts.** |  |
| **Content** – Is there background information? Is the thesis adequately supported? Are the supports developed with concrete details and research? Do you avoid 1st person point of view? | **20 pts.** |  |
| **Paraphrases and Direct Quotes** – Has research material been properly paraphrased, summarized, and/or quoted? Are they introduced and linked to the author/source? | **20 pts.** |  |
| **Parenthetical Citation –** are there correct MLA parenthetical citations (in-text citations) for all direct quotes and paraphrases? | **10 pts.** |  |
| **Organization –** Is there unity and coherence in the ideas presented? | **10 pts.** |  |
| **Works Cited Page –** Is there a Works Cited page that contains the sources cited thus far in the paper? Is the Works Cited page in proper MLA format? Does the Works Cited page contain only those sources cited in the paper? Have any sources been omitted from the Works Cited page? | **10 pts.** |  |
| **Writing Conventions –** Are there any errors, especially in sentence structure, grammar, spelling and mechanics? Do you use grade appropriate vocabulary? | **10 pts.** |  |

 **Total Points: \_\_\_\_\_\_\_\_\_**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Essay \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: /280

**POST-SECONDARY PATHWAYS**

**RESEARCH PAPER RUBRIC**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Introduction** | **10** | **9** | **8** | **7** | **6** |
| The essay begins with hook that indicates the subject and engages the readers interest in an effective fashion. |  |  |  |  |  |
| Transitional sentences move the reader smoothly from the hook to the thesis. |  |  |  |  |  |
| The thesis statement is clear and focused and indicates depth of thought.  |  |  |  |  |  |
| **Subtotal** |  **/30** |
| **Body x2** | **10** | **9** | **8** | **7** | **6** |
| Each body paragraph begins with a topic sentence whose relationship to the thesis is clear and that may, depending on the position of the paragraph in the essay, serve as a transition as well. |  |  |  |  |  |
| Support sentences are introduced by clear transitional and effective transitional words that show the relationship to the thesis statement and to each other. |  |  |  |  |  |
| Detail sentences are introduced by clear transitional words, phrases, or sentences and provide a fact, quotation, example, or statistic that clearly relates to the preceding support sentence |  |  |  |  |  |
| Explanation/extension sentences are introduced after each detail sentence using a clear and effective transitional device and make the importance of the detail sentence clear.  |  |  |  |  |  |
| Each body paragraph has a closing sentences that restates the main idea and may also serve as a transitional sentence  |  |  |  |  |  |
| **Subtotal** |  **/100** |
| **Conclusion** | **10** | **9** | **8** | **7** | **6** |
| The main idea of the essay is restated. |  |  |  |  |  |
| Major points are summarized. |  |  |  |  |  |
| The final ending brings the essay to a strong conclusion |  |  |  |  |  |
| **Subtotal** |  **/30** |
| **Style** | **10** | **9** | **8** | **7** | **6** |
| Precise nouns, verbs, adjectives, and adverbs are used. |  |  |  |  |  |
| Diction level is consistent. |  |  |  |  |  |
| Sentences vary in length and structure used for emphasis. |  |  |  |  |  |
| Sentences are clear and easy to read. |  |  |  |  |  |
| **Subtotal** |  **/40** |
| **Writing Conventions and Format** | **10** | **9** | **8** | **7** | **6** |
| There are no fragments or comma-splice/run-on sentences. |  |  |  |  |  |
| Grammar and Mechanics are correct. |  |  |  |  |  |
| Spelling is checked |  |  |  |  |  |
| **Subtotal** |  **/30** |
| **Paper Format and Research components** | **10** | **9** | **8** | **7** | **6** |
| Paper margins, font size, and format meet requirements. |  |  |  |  |  |
| Quotes are inserted correctly.  |  |  |  |  |  |
| Internal documentation using MLA style is correct. |  |  |  |  |  |
| Works Cited page is correctly formatted. |  |  |  |  |  |
| **Subtotal** |  **/40** |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**POST-SECONDARY PATHWAYS**

**SENIOR EXHIBITION RUBRIC**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **communication** | **1** | **2** | **3** | **4** | **5** |
| **VERBAL** |  |  |  |  |  |
|  Volume/tome |  |  |  |  |  |
|  Grammar |  |  |  |  |  |
|  Speech Pattern/tone |  |  |  |  |  |
| **NON-VERBAL** | **1** | **2** | **3** | **4** | **5** |
|  Appearance |  |  |  |  |  |
|  Eye Contact |  |  |  |  |  |
|  Poise/Delivery/Professionalism |  |  |  |  |  |
| **Subtotal** |  **/30** |
| **CONTENT** | **1** | **2** | **3** | **4** | **5** |
|  The subject was properly introduced. |  |  |  |  |  |
|  The key points were made. |  |  |  |  |  |
|  The information was accurate. |  |  |  |  |  |
|  The presentation flowed logically. |  |  |  |  |  |
|  The visual aids were attractive.  |  |  |  |  |  |
| **Subtotal** |  **/25** |
| **PRODUCT** | **1** | **2** | **3** | **4** | **5** |
|  A high level of technical expertise was evident. |  |  |  |  |  |
|  The product represented an appropriate level of  challenge. |  |  |  |  |  |
|  The product clearly applied concept covered in the  research content. |  |  |  |  |  |
|  There is evidence of problem-solving ability, creativity,  and originality. |  |  |  |  |  |
|  There is evidence of conscientious effort.  |  |  |  |  |  |
| **Subtotal** |  **/25** |

 **Score: /80**

**Student Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_

**POST-SECONDARY PATHWAYS**

**RUBRIC FOR ‘WORKS CITED’**

The working ‘Works Cited’ for the research paper is worth **25 pts**. The distribution of your points is reflected in the following rubric, which illustrates the strength and weakness of your Works Cited page.

|  |  |  |
| --- | --- | --- |
| **Item Description** | **Points Possible** | **Points Received/Comments** |
| **MLA Format** – Is the page spaced correctly? Is the title of the page correct? Including numbering? Are the sources in proper MLA format? | **10 pts.** |  |
| **Alphabetical Order** – Is the works cited page in alphabetical order? | **5 pts.** |  |
| **Number of Sources** – Does the works cited page have at least 10 sources? (5 internet sites and 5 non-internet sites including 2 professional journals.) | **5 pts.** |  |
| **Scholarly Journals** – Does the works cited page have at least 2 articles from professional journals? | **5 pts.** |  |

 **Total Points: \_\_\_\_\_\_\_\_\_**