

# **SENIOR PROJECT HANDBOOK**

**2019-2020**

"Building Bridges to the Future"

**BRADEN RIVER HIGH SCHOOL  
6545 STATE ROAD 70 EAST  
BRADENTON, FL 34203  
941.751.8230**

<https://www.manateeschools.net/bradenriver>

It is the Mission of Braden River High School to create strong, responsible leaders who value personal integrity, academic excellence, and civic involvement.

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# BRADEN RIVER HIGH SCHOOL

6545 State Road 70 East  
Bradenton, FL 34203  
(941)751-8230 Fax (941) 751-8250  
Sharon Scarbrough, Principal

Dear Senior:

In a few short months you will be out of high school embarking on a new journey. This last year is the time for you to take stock of your skills and demonstrate them through problem solving and self-directed learning. The Senior Project process gives you the opportunity to do this by choosing an area of special interest, combining your knowledge and skills from various disciplines, satisfying your curiosity and productively utilizing your talents.

Your Senior Project experience will involve true exploration. You will select a topic of your choice, gather a knowledge foundation through research and write a research paper related to your chosen topic. This project must involve a learning stretch and provide evidence, in the form of a field experience that shows you have grown intellectually and emotionally. The last facet of this learning journey is to give a formalized speech in front of a team of judges. After your formal speech, you will have the opportunity to field questions from the team of judges. These questions will be related to your research, your job shadowing or volunteering and your personal learning. Finally, you will document this learning experience by creating a portfolio showcasing your achievements.

For instance, let's assume that you are really interested in ecology. You might choose to study the effects of plastic pollution on the ocean environment. You conduct independent research and use this information to write your research paper. As a result of this information, you organize and conduct a neighborhood cleanup. During your speech you will talk formally about what your research paper taught you and what you learned during the volunteer activity.

You are a **senior**. You are special and represent years of education. It is time to show what you know, what you can do and what you can achieve! You are ready for this experience. As John F. Kennedy once said, "Effort and courage are not enough without purpose and direction." It is your time to stand up and be counted.

Sincerely,

Sharon Scarbrough  
Principal

If you have any questions, please call Mr. Eric Sanders, at 751-8230 ext.2085, or Mrs. Jenny Elsdon, English Department chairperson, at 751-8230 ext. 2091.

You are offered the opportunity to practice the following real world skills that the business world has asked educators to provide:

- |   |                                  |
|---|----------------------------------|
| 1. Reading  | 8. Presenting (written, oral)    |
| 2. Listening  | 9. Creating                      |
| 3. Organizing                                       | 10. Using professional etiquette |
| 4. Time management                                  | 11. Using technology             |
| 5. Writing (descriptive, argumentative, reflective) | 12. Using interpersonal skills   |
| 6. Researching                                      | 13. Critical thinking            |
| 7. Speaking   | 14. Problem solving              |

These skills also cover the Sunshine State Standards, the SACS evaluation criteria, and the school's mission statement.

## Senior Project First Steps

### So where do I begin?

#### Step 1: Selecting a topic

- When selecting a topic for your senior project, you need to make sure you follow these steps:
  1. Think about something that interests you in your academy. This can be something that you are curious about or a career interest for the future. If you are having difficulty choosing a topic within the scope of your academy, talk with your teachers. This is your senior project, but trusted teachers may help steer your perspective in helpful ways.
  2. Your topic must be arguable or have an issue. In your research paper you will need to expand your topic to an arguable point or issue in which you will persuade your audience.
  3. Start researching early. Before you fill out the project proposal form you should have done a little research on your topic. Nothing is worse than going through the steps of finding a faculty advisor and a community member to find out that your topic has no research available.

#### Step 2: Meeting with a Faculty Advisor

- When meeting with a faculty advisor, you need to:
  1. Arrange the meeting and show up on time.
  2. Make sure you have an agenda or list of questions to ask.
  3. Listen carefully and take notes.
  4. Thank your advisor for his or her time.
  5. Document your meeting.

#### Step 3: Selecting a Community member

- When choosing a community member on your topic, you need to:
  1. Make sure you select someone local. The community member will be your contact person for your volunteer or job shadowing hours.
  2. The community member cannot be an immediate family member and must be over 21.
  3. When contacting your community member, make sure you are professional not only in the way you dress, but also in the way you act as well. Treat this as a potential job interview. Many students have acquired job internships after participating in the senior project. You want to make a great first impression!

# Braden River High School Senior Project Proposal

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Teacher: \_\_\_\_\_

Academy: \_\_\_\_\_ Topic: \_\_\_\_\_

Connection to Academy:

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Questions you already have about your topic to get you started:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

Field Experience Ideas

Description (What is it? How long will it take? Resources?):

---

---

Learning Stretch\* (Why is this project going to be challenging for you?):

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Community Member: \_\_\_\_\_ Title/Position: \_\_\_\_\_

Phone: \_\_\_\_\_ email: \_\_\_\_\_

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

**Academy Advisor:** \_\_\_\_\_ **Title/Position:** \_\_\_\_\_

Approved: YES NO

Date:

Comments:

\* Learning Stretch: The art of making great demands upon one's abilities while gaining knowledge, comprehension, or mastery through experience or study.

**Please use this form to document your meetings with your advisor. You must list the date, time and provide a brief summary of each meeting. You are required to meet a minimum of 3 times. The amount of help you need depends on you. Make sure you are communicating with your advisor when you have questions or need help.**

Date	Time	Summary	Advisor's Signature

**BRADEN RIVER HIGH SCHOOL  
FIELD EXPERIENCE LOG**

**Please use this form or the form provided by the office to record your field experience hours throughout the course of the senior project. Volunteering or job shadowing means just that, to volunteer or job shadow somewhere that is not your place of employment and you are not getting paid for your time. If you complete a college visit or some type of course, document your time invested. This log will count as part of your grade and must be turned in. It is very important that you do not lose this form.**

**STUDENT NAME:** \_\_\_\_\_

Date(s)	Work Performed & Location	Hours	Supervisor's Signature	Supervisor's Title

## Field Experience Artifacts

An artifact is an object that represents your involvement in an activity. You will be responsible for collecting 6-10 artifacts.

Three of your artifacts must be photographs that include you. You might choose to include a picture of you with your community member, a picture of you outside the building where you shadowed or volunteered, and a picture of you during the job shadowing or volunteering activity. Make sure you have permission to take pictures of any people or places.

Artifacts might include a name tag, a business card, brochures, pamphlets, flyers, a certificate or letter from your community member, or items or pictures of items used during your job shadowing or volunteer activity (e.g. a t-shirt you were given or required to wear).

*Your artifacts must be included in your presentation.  
Some teachers require students to create a brochure to go along with the presentation.*

## **Interview**

One of the best ways to gather information for your Senior Project is to speak with someone working in the profession, academic discipline or community service field you are exploring. An interview consists of three basic parts: the introduction, main questions and answers, and the conclusion. Prepare at least 10 questions. You might not ask all of them, but it is better to have them if you need them. Try to use open-ended questions, and it is usually a good idea to finish with: “Is there anything you would like to add?”

You will turn in your interview questions and interview notes. Your interview should last at least 30 minutes. Interviews must be face-to-face. You may **not** conduct your interview through email.

1. Arrange the Interview: Contact the individual by phone or email. Be professional. Introduce yourself and explain your reason for calling/emailing. Offer possible dates and times.
2. Prepare for the Interview: Read all you can about the person you are interviewing. Know about the field of study. Do not ask obvious questions you could have found the answers to online.
3. Conduct the Interview: Dress appropriately. Be on time (5 minutes early). Be polite and professional. Ask for permission before using a recording device. Make sure you have the correct spelling of the person’s name and the correct title.

## Sample Interview Questions

An interview about a specific job:

- On a typical day in this position, what do you do?
- What training or education has helped you the most?
- What personal qualities or abilities have helped you be successful?
- What are some of the issues or problems you face in this job?

An interview about a field of study:

- How do you see jobs in this field changing in the future?
- What special advice would you give a person entering this field?
- What personal attributes or skills are important for success in this field?

An interview about a project or community service event:

- What inspired you to work on this project or event?
- What is the most rewarding part of participating in this project or event?
- What are some of the difficulties of working on this project or event?
- What advice would you give someone who is interested in this issue?

An interview of a creative or performing artist:

- Whose work inspires you? Why?
- Describe your work environment including your duties, responsibilities and activities before, during and after creating a piece or performing.
- What is the most challenging aspect of being an artist?
- What advice would you give to a beginning artist or performer?

# Research Paper Overview

## I. FORMAT REQUIREMENTS

- A. 5-7 pages in length/1500-2000 words (follow teacher guidelines)
- B. 12 point Times New Roman
- C. Double-spaced
- D. Margins should be 1"
- E. Graphics (pictures or diagrams) placed after the body in appendices
- F. MLA Format

## II. DOCUMENTATION REQUIREMENTS

- A. A minimum of **five** and no more than **nine** sources used in the paper and listed on the Works Cited page
- B. **Two sources** must be **Internet** sources that have the following endings:  
**1. edu 2. gov 3. org**
- C. **One journal article** (computer based or hard copies; research, newspaper, magazine articles)
- D. **One source** from a **non-fiction or reference book** (can substitute a web site **and** an article)
- E. **One interview** with a person in the community knowledgeable about your topic (expert).

## III. DUE DATES

- A. 5 minimum sources due \_\_\_\_\_.
- B. 25 minimum note cards due \_\_\_\_\_.
- C. Outline due \_\_\_\_\_.
- D. Rough draft due \_\_\_\_\_.
- E. Final draft due \_\_\_\_\_.

## IV. THINGS TO KEEP IN MIND

- A. A research paper must have an arguable thesis statement and be in persuasive format.
- B. All information or ideas not your own must be cited in proper format in the body of your paper and on your works cited page.
- C. Because this is a research paper and not a reflection, it must be written in third person.
- D. General encyclopedias (either book or software form) are *unacceptable* sources.

## Outline

Creating an outline for your research paper will help you organize your thoughts and notes in order to present your argument clearly and convincingly. Formal outlines are arranged in a specific way.

Sample Outline:

### The College Application Process

#### I. Choose Desired Colleges

- A. Visit and evaluate college campuses
- B. Visit and evaluate college websites
  - 1. look for interesting classes
  - 2. note important statistics
    - a. student/faculty ratio
    - b. retention rate

#### II. Prepare Application

- A. Write Personal Statement
  - 1. Choose interesting topic
    - a. describe an influential person in your life
      - (1) favorite high school teacher
      - (2) grandparent
  - 2. Include important personal details
    - a. volunteer work
    - b. participation in varsity sports
- B. Revise personal statement

#### III. Compile resume

- A. List relevant coursework
- B. List work experience
- C. List volunteer experience
  - 1. tutor at foreign language summer camp
  - 2. **counselor for suicide prevention hotline**

### THINGS TO KEEP IN MIND

1. Format your outline correctly.
2. Remember the rule of 3. Each main idea should have 3 supporting details.
3. All main ideas should support your thesis statement.
4. Put arguments in ascending order of importance (save your strongest point for last).
5. Your final paper will be easier to write if you have a thorough outline.

## Research Paper Rough Draft Checklist

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_ Class: \_\_\_\_\_

Your rough draft represents your first, best attempt to put your thoughts and notes into essay form. This checklist will be used to show whether or not you have accomplished the basic requirements of the research paper. If you do not meet one or more of these requirements, you will need to revise your paper before submitting a final draft. Even if you meet all of the basic requirements, you should revise your paper. Meeting the basic requirements does not mean that you will get an A.

	✓	✗
Correctly Formatted Heading		
Page numbers in upper right corner with student last name		
Meets minimum length requirements (5-7 pages in length/1500-2000 words)		
12-point Times New Roman font		
1-inch margins		
Hook/Attention Grabber		
Thesis Statement		
Paragraphs used to organize ideas		
Topic sentences, concluding sentences, and transitions used effectively		
Research used to support claims		
Documentation used to cite sources in the text		
Research and commentary support thesis		
Works Cited formatted correctly		
Minimum of 5 sources (1 journal, 2 Internet, 1 book)		
Few or no spelling/grammatical errors or typos		
Written in 3 <sup>rd</sup> person (no I, we, or you)		

Comments and Suggestions:

## Research Paper Rubric

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Yes Test:** You must receive all “yeses” for your paper to be scored. Any “no” will stop the process.

Yes	No	Basic Requirement
		1. Paper typed
		2. Thesis clearly stated in intro and referenced in the conclusion
		3. Correct documentation style used in text
		4. Minimum 5 sources (and a variety of types)
		5. Works Cited accurate and correctly formatted
		6. Paper written in 3 <sup>rd</sup> person; content not personal essay but non-biased research
		7. Meets minimum length standard (5-7 pages/1500-2000 words, excluding Works Cited)
		8. Evidence of consistent and conscientious editing

\_\_\_\_\_/ 8

- 4—Clearly a knowledgeable, practiced, skilled pattern
- 3—Evidence of a developing pattern
- 2—Superficial, random, limited consistencies
- 1—Unacceptable skill application

### Use of Sources

Skill application demonstrates use which represents →	4	3	2	1
Researched information appropriately documented				
Enough outside information to clearly represent a research process				
Demonstrates use of paraphrasing, direct, and indirect quotations				
Information connects to the thesis				
Sources on Works Cited accurately match sources cited within the text				

\_\_\_\_\_/20

### Content/Organization

Skill application demonstrates use which represents →	4	3	2	1
Introduction engaging and clearly defines thesis				
Thesis is challenging and focused				
Content connecting to thesis includes claims, reason, evidence and counterclaims				
Text organization flows sensibly and smoothly				
Mixture of commentary interwoven with research (argumentative)				
Conclusion thoughtful, engaging, and clear				

\_\_\_\_\_/24

### Mechanics/Usage/Spelling/Format

Skill application demonstrates use which represents →	4	3	2	1
Pagination (top right following last name)				
12 point Times New Roman font and appropriate margins				
Usage/Grammar				
Correct paragraphing				
Written in formal style				

\_\_\_\_\_/20

### Information Literacy

Skill application demonstrates use which represents →	4	3	2	1
Consistent Format (MLA/APA)				
Evidence of thorough research (sources represent variety and types)				
Documentation demonstrates conscientious application of citing ethics				
Evidence of sorting and selecting appropriate material				
Evidence of importance of author’s credibility and validity				
Research offers non-biased, fair research perspective from which a conclusion is drawn				
Research information goes beyond surface information				

\_\_\_\_\_/28

**Total Score:** \_\_\_\_\_/100

Adapted from [www.christina.k12.de.us/.../Projects/Historical%20Figure%20Rubric.doc](http://www.christina.k12.de.us/.../Projects/Historical%20Figure%20Rubric.doc)

## Presentation Outline

The following is an outline that you need to follow when preparing your PowerPoint. You may add to this outline and embellish it but make sure you answer these basic questions.

### I. Introduction (Approximately 1-3 slides.)

- A. Hook
- B. What is your name (first and last)?
- C. What issue did you research?
- D. Why did you choose this issue?

### II. Body (Approximately 2-6 slides)

- A. Research Paper
  - 1. Thesis
  - 2. 3 interesting things you learned about the issue
- B. Field Experience
  - 1. What did you do?
  - 2. 3 interesting things you observed

### III. Conclusion (Approximately 1-3 slides)

- A. What did you learn from doing the senior project?
- B. How were the research paper and field experience an educational stretch for you?
- C. What did you learn about yourself?

**So you think you are finished? Make sure you have all of the following things on the checklist!**

### POWERPOINT CHECKLIST

- \_\_\_\_\_ Followed the **Presentation Outline**
- \_\_\_\_\_ PowerPoint is easy to view
- \_\_\_\_\_ Spell Check and Proof read
- \_\_\_\_\_ Included pictures of your artifacts
- \_\_\_\_\_ The colors and fonts chosen are professional (Not loud or overwhelming. Not sure just ask!)
- \_\_\_\_\_ Used incomplete sentences (PowerPoint is only to guide you and should not be your entire speech word for word. Just use key words and phrases to help you.)

The total speech time must be at least 6 minutes and cannot be longer than 8 minutes. There will be a timer to note the beginning and ending times of your speech and to give you a signal at 5 minutes. Practice your speech so you will not be over or under the time limit. **Good luck!**

## Senior Project PowerPoint Rubric

Your PowerPoint will be used during your presentation to the judges. It should be used to provide visuals that go along with your topic. It can also be used to help you keep track of what you are going to say and in what order.

**Directions: After completing your PowerPoint you need to print out your slides as a handout with 4 slides per page. The handout must be printed in color.**

CATEGORY	20-16 Perfect or less than 2 errors and ready to present	15-11 Minor corrections need to be made before presenting	10-6 Attempted but needs major revision	5-0 Incomplete or not evident
<b>Neat and professional:</b> Check for spelling/grammar. All slides should be complete and formatted in a consistent way. Slides are not loud or overwhelming.				
<b>Connected visuals with content of speech:</b> All visuals are appropriate and enhance the speech and go along with the content.				
<b>Appeared well organized:</b> The order makes sense (follows speech outline).				
<b>Easily viewed:</b> All words on slide could be read from at least 10 ft. away. No complete sentences or paragraphs. Pictures are in focus.				
<b>Creativity and Effort:</b> It is clear that time was taken to make sure the presentation meets the requirements. Overall, the presentation reflects knowledge of the requirements and an attempt to meet those requirements.				

**TOTAL POINTS:** \_\_\_\_\_ (out of 100)

# **STUDENT DRESS CODE FOR SENIOR PROJECT ORAL PRESENTATIONS**

Students need to develop an awareness of the image one's appearance projects. The purpose of the dress code is to uphold a professional image and to prepare students for the business world. If your project lends itself to a specific uniform or costume and you think wearing it would aid in your presentation, **you may do so with prior approval from your English teacher.**

## **MALES AND FEMALES**

*No jewelry or visible body piercing, other than ears, on men or women!*  
**Absolutely NO CHEWING GUM!**

## **INAPPROPRIATE ATTIRE INCLUDES:**

- \* Denim or chambray fabric clothing of any kind
- \* Overalls, shorts, skorts, stretch or stirrup pants, exercise or bike shorts
- \* Backless, see-through, tight-fitting, spaghetti straps, strapless, extremely short, or low-cut blouses/tops/dresses/skirts
- \* Sandals, athletic shoes, industrial work shoes, hiking boots, bare feet or over the knee boots
- \* Athletic wear, including sneakers and letterman jackets
- \* Hats or flannel fabric clothing
- \* Bolo ties
- \* Visible undergarments
- \* Flip-flops

**New fashion trends may be in style but not necessarily appropriate. The best way to operate is to avoid walking the line. If there is a doubt, select something else to wear. Be a professional!**

## SENIOR PROJECT PRESENTATION EVALUATION

**Presenter:** \_\_\_\_\_ **Issue:** \_\_\_\_\_

**Total Time:** \_\_\_\_\_ (presentation must be 6-8 minutes, 5 points will be deducted from final score for every 30 seconds under time.)

Evaluation Components	Excellent	Good	Satisfactory	Unsatisfactory
<b>CONTENT</b>	50 48 46	44 42 40	39 37 35	25
<ul style="list-style-type: none"> <li>• Introduced issue (thesis) and explained ideas clearly</li> <li>• Discussed volunteer or job shadowing experience</li> <li>• Summarized closing statement</li> <li>• Established and achieved purpose/stretch</li> </ul>	Notes/Comments			
<b>DELIVERY</b>	20 19 18	17 16	15 14	10
<ul style="list-style-type: none"> <li>• Avoided fidgeting and vocal pauses</li> <li>• Maintained eye contact</li> <li>• Used appropriate language</li> <li>• Spoke clearly and at appropriate volume and rate</li> <li>• Presented without reading</li> </ul>	Notes/Comments			
<b>POWERPOINT/PRESENTATION</b>	20 19 18	17 16	15 14	10
<ul style="list-style-type: none"> <li>• Neat and professional</li> <li>• Connected visuals with content of speech</li> <li>• Appeared well organized</li> <li>• Easily viewed</li> </ul>	Notes/Comments			
<b>APPEARANCE</b>	5	4	3	2
<ul style="list-style-type: none"> <li>• Clothing was professional or enhanced the project</li> </ul>	Notes/Comments			
<b>JUDGES QUESTIONS (Does not count as part of 6-8 minute speech time – this is in addition to the speech)</b>	5	4	3	2
<ul style="list-style-type: none"> <li>• Competent answers reflected confidence</li> <li>• Answers showed depth and understanding of issue/research/product</li> </ul>	Notes/Comments			

**Additional Comments:**

**Overall Score (circle one):**      **Excellent**                      **Good**                      **Satisfactory**                      **Unsatisfactory**

## REFLECTION

To finalize the senior project experience, you will be required to write a reflection.

<b>Criteria</b>	<b>Superior (54-60 points)</b>	<b>Sufficient (48-53 points)</b>	<b>Minimal (1-47 points)</b>	<b>Unacceptable (0 points)</b>
<b>Depth of Reflection</b> ___/15	Response demonstrates an in-depth reflection. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection. Examples, when applicable, are not provided.
<b>Length</b> ___/10	Response is at least 200-250 words.	Response is at least 150-200 words.	Response is at least 100-150 words.	Response is less than 150 words.
<b>Structure</b> ___/10	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.