

Northwest Rankin High School

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Flowood, MS 39232**

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Senior Project 2009 – 2010

Student Guidebook

**is a publication of Northwest Rankin High School
and Rankin County School System
“Committed to Excellence”**

**Richard Morrison, Principal
Senior Project Steering Committee**

ACKNOWLEDGEMENT

The faculty at Northwest Rankin High School would like to thank the many schools from coast to coast that inspired us to establish the senior project at our school. We have directly borrowed and adapted our program from so many educational facilities that to mention all would be impossible without leaving someone out. Please accept our gratitude for your work that made our job easier.

APPROVAL

The compilation of policies and procedures in this manual has been established and approved by the Senior Project Steering Committee and Richard Morrison, Principal.

**Northwest Rankin High School
5805 Highway 25
Flowood, MS 39232
(601) 992-2242**

August 1, 2009

Dear Senior:

The *Student Guidebook* for your senior project has been written to help you through the stages of the project you will tackle this year. With careful planning of your time, avoiding procrastination, and getting your assignments in when they are due, senior project can be an enjoyable learning experience. It is challenging, but I hope that it will be a memorable accomplishment of your final year in high school.

Every senior must complete the four phases of senior project. Your final senior project grade will be important to all classes you are taking this year.

The purpose of this guide is to help you understand the requirements and limits of what you must do in order to successfully complete each part. The guide also helps to ensure that all seniors are held to the same standards in English and senior project classes.

Good luck with your project. Right now you may feel intimidated by the job ahead; but if you meet your deadlines and do the best job you can, you will join thousands of other high school seniors from across the country in making this a very important part of your senior year.

If you have any questions, please ask.

Sincerely,

Richard Morrison
Principal

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Senior Project Overview and Purpose

The senior project consists of four phases. The first phase includes the preparation of a research paper. The research paper contains a thesis that the writer proves (supports) or disproves through research evidence. This paper should not be a career report or how-to paper; instead, it should deal with an issue that a professional in the chosen field would encounter. One should carefully consider the area of community service or a possible product before selecting a research topic. Selection of a topic takes considerable thought, and it should lead to related community service or a community-based product. The paper exhibits the acquisition of knowledge through researching, writing, interviewing, and synthesizing. The community service or physical product demonstrates the real-world skills of time management, organization, self-discipline, persistence, and problem solving.

The second phase includes the performance of community service or the creation of a physical product that is an appropriate and logical extension of the research paper. Community service should be conducted with an approved organization, and it is preferred that it relate to the research topic. If the student prefers to do a physical product, the product must provide service to the community and demonstrate the application of acquired knowledge through reflective, physical, and/or intellectual growth. Students will not be excused from class to assist with another student's community service or product.

The third phase is the portfolio, and it includes specific writing throughout the year. These writings will include the research paper, a business resume, a newsletter, business letters, a senior project overview, and a final senior project reflection.

The fourth phase is a presentation before a Senior Board Panel with a ten to fifteen minute formal presentation on the paper, the community service/product, and personal growth. A question and answer period will follow the presentation. The portfolio will be provided to the panel of judges. The Senior Board Panel will be composed of faculty members, community members, and an expert with knowledge or background of the research area. The presentation provides the student with an opportunity to combine the paper, community service/product, and self-growth journey using communication skills that are necessary in the work world.

Throughout this process, students will benefit greatly from the expertise of a carefully selected mentor. Five hours of mentoring must be completed by September 4, 2009. Students will be allowed two school-related absences before February 18, 2010, to be used at their discretion for mentoring and/or the implementation of their community service or product. No mentoring hours will be accepted after the last five hours are due in the spring (2/18/10). A letter on official letterhead from the mentor or community service representative must be presented to the attendance office after each absence. Use mentoring days wisely. **This mentor may not be a family member or current employer.**

Student: _____

Topic: _____

Senior Project Teacher: _____

Mentor: _____

SENIOR PROJECT DUE DATES 2009-2010

All dates given are final due dates. All assignments must be completed and turned in during your class period on or before the final date.

First Semester Schedule

_____ 8/20-21	Mentor Consent Form
_____ 9/3-4	Journal One due Journal One: Discuss the time spent with the mentor, ideas gathered, and topics discussed. Reflect on the advantages or disadvantages of mentoring during the summer.
_____ 9/3-4	5 hours of mentoring logged (summer hours)
_____ 9/3-4	Final copy of Letter of Intent
_____ 9/30	Mentor Consent Update (by FAX or USPS or email to senior project teacher)
_____ 9/30-10/1	Community Service/Product Proposal rough draft
_____ 10/14-15	Final Community Service/Product Proposal and graded rough draft Note: Final community service/product approval pending receipt of mentor consent update
_____ 10/28-29	Journal Two due Journal Two: Write a synopsis of your research paper. Reflect on the advantage or disadvantage of a mentor while researching and writing the paper. Discuss how your research perspective may or may not have changed based on the mentor's guidance.
_____ 12/1-2	5 hours of mentoring logged (fall hours)
_____ 12/15-18	Semester Exams

Student: _____

Topic: _____

Senior Project Teacher: _____

Mentor: _____

SENIOR PROJECT DUE DATES 2009-2010

All dates given are final due dates. All assignments must be completed and turned in during your class period on or before the final date.

Second Semester Schedule

- _____ 1/21-22 Journal Three due
Journal Three: Reflect on the community service/product and present status.
1. Describe your community service/product.
 2. How is the community service/product an outgrowth of the paper?
 3. How does this community service/product convey a sense of completeness of the senior project?
 4. What have you done or what do you need to do at this point to prepare for completion of your community service/product?
- _____ 2/17-18 5 hours of mentoring logged (spring hours)
No mentoring days will be allowed after February 18, 2010.
- _____ 3/11-12 Community Service/Product binder due
- _____ 3/22-23 Journal Four due
Journal Four: Give a self-assessment of your present status regarding senior project.
1. Discuss your strengths and weaknesses throughout this year regarding senior project.
 2. How have you handled procrastination?
 3. What would you do differently if you had it to do all over again?
 4. At this point, what do you need to do to finish senior project successfully?
- _____ 3/24-25 Senior Project Overview due
- _____ 3/30-31 Senior Project Reflection due
- _____ 4/15-16 Entire Portfolio due: 3-ring notebook with sleeved pages
(Refer to page 8 of manual for content makeup)
- _____ 5/11-14 Senior Project Presentations

Senior Project Specifications

Specifications for all Portfolio items:

1. 12 point font, Times New Roman, double-spaced
2. One inch margins

Journals:

1. MLA format
2. 12 point font, Times New Roman, Double spaced
3. One full page with header (last name and page number) on each page
4. Titled: (ex) Journal One: Discuss time spent with the mentor, ideas gathered, and topics discussed. Reflect on the advantages or disadvantages of mentoring during the summer.

Presentation Media:

1. 12-16 slides (or equivalent) to accompany the final presentation.
2. Computer labs are open each day for your convenience.
3. Decide on the best place to work and stay in that location.
4. Use PowerPoint or other acceptable media so that all images/text are workable for the presentation.

Portfolio:

All of the pages of each of the following entries will be placed individually in plastic sleeves and organized in a new 3-ring view binder.

1. Coversheet (inserted in front sleeve of binder)
2. Title page (first page of notebook – title, student name, mission statement)
3. Table of Contents
4. Senior Project Overview
5. Senior Project Reflection
6. Business Resume
7. Research Paper (Outline, Paper, and Works Cited)
8. Letter to Judges
9. Proof of Community Service/Product
10. Community Service/Product Newsletter

Presentation:

1. 10-15 minute defense of project
 - a. An explanation and defense of research paper (this constitutes 75-80% of the presentation)
 - b. The description of the product
 - c. The connection between the paper and the product
 - d. The growth for the student, and
 - e. A self-evaluation/reflection
2. 5-10 minute question and answer time
3. PowerPoint slide show of 12-16 slides (or equivalent media)
4. Portfolio

**Northwest Rankin High School
5808 Highway 25
Flowood, MS 39232
Phone: (601) 992-2242
Fax: (601) 992-6005**

August 1, 2009

Dear Parents or Guardians of Seniors:

This is a momentous year for your senior. You may have learned by now that our school has set high expectations for our students and believes each should have the opportunity to display his or her skills through a senior project, which many colleges now require of incoming freshmen. As he/she completes this project, your son or daughter will demonstrate the following skills: reading, writing, speaking, accessing and processing information, thinking, self-discipline, problem-solving, organization, and implementing technology. These skills will be showcased through a four-phase process to include a typed research paper; related community service or product to demonstrate an aspect of the research and service to the community; a portfolio; and a presentation, which synthesizes the first two phases and is given before a review panel composed of educators and community members. The senior project topic is based on new knowledge and provides growth through a new learning experience.

The senior project involves parental and teacher support as well as student initiative and self-discipline. This guidebook provides deadlines and requirements. Additional information can be found on the senior project teachers' web pages.

Thank you for joining us on this exciting journey. If you have any questions, please feel free to call the school at 601-992-2242 to speak with me or any of the senior project/senior English teachers: Rhonda Chandler, Theresa Conner, Brandi Gentry, Amelia Griffith, Anna Hughes, Kristen Langerman, or Stacy Ownby.

Sincerely,

Richard Morrison
Principal

Mentor Information Sheet Senior Project

Northwest Rankin High School has set high expectations for its students and believes each should have the opportunity to display his or her skills through a senior project, which many colleges now require of incoming freshmen. Each senior will demonstrate the following skills: reading, writing, speaking, accessing and processing information, thinking, self-discipline, problem-solving, organization, and implementing technology. These skills will be showcased through a four-phase process that includes a research paper; community service or a related physical product to demonstrate an aspect of the research and service to the community; a portfolio; and a presentation, which synthesizes the first two phases and is given before a review panel composed of faculty members as well as community members. The senior project topic is based on new knowledge and provides growth through a new learning experience.

The role of a mentor is to provide shadowing/mentoring to a given senior. It is the responsibility of the student to schedule times to visit, discuss, or shadow. The student is provided with a senior project log for documentation of shadowing time and is required to spend a minimum of fifteen hours with the mentor. After each visit with the senior, please sign this log. As a very useful resource to this student, you will be able to broaden his or her knowledge and reveal perspectives that will eventually be incorporated into this four-phase project. Your professional guidance and knowledge will support this student's educational growth.

Please take into consideration the following points when guiding a student through this process:

- Advise/help student with research for research paper process
- Encourage student to discuss research and allow you to read the rough draft
- Discuss pronunciation of technical terms

Your expertise is an invaluable resource in the research process. Students are required to interview his/her mentor for the research paper.

If you have any questions, all of the senior project/senior English teachers can be reached at the high school (601-992-2242) or by e-mail at the following addresses:

Rhonda Chandler -	rhonda.chandler@rcsd.ms
Theresa Conner –	theresa.conner@rcsd.ms
Brandi Gentry -	brandi.gentry@rcsd.ms
Amelia Griffith –	amelia.griffith@rcsd.ms
Anna Hughes –	ahughes@rcsd.ms
Kristen Langerman-	kristen.langerman@rcsd.ms
Stacy Ownby	sownby@rcsd.ms

Mentor Consent Form

Please provide the following information:

Name: _____

Business: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____

E-mail address: _____

I agree to advise and assist _____
(Student's Name)

Mentor's Signature: _____ Date: _____

Student Signature: _____

Assigned Teacher: **Conner** **Griffith** **Hughes** **Langerman**
(circle one)

Mentor Consent Update

In an attempt to update and confirm our records concerning mentor involvement, we are asking that you complete the form below, make a copy of your business card on your company letterhead and fax or mail this information to us at Northwest Rankin High School, Attention: Senior Project Faculty, 5805 Highway 25, Flowood, MS 39232. This information should be faxed or postmarked on or before September 30, 2009. Our fax number is 601-992-6005. If you are mailing the information, please sign your name across the back flap of the envelope. You may also email the senior project teacher and verify that you are continuing to mentor the senior. Please include in the email the information listed below.

Please complete the following:

Name: _____

Business: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____

E-mail address: _____

I have agreed and am continuing to advise and assist _____
(Student's Name)

Mentor's Signature: _____ Date: _____

Topic Selection Guidelines

Each student will choose a research topic. The following guidelines will assist the student in choosing the subject to be explored.

- 1. The research topic should be one in which the student is interested, but preferably not one about which the student is already an expert.**

For example: If a student has been a diabetic for ten years, worked closely with the Juvenile Diabetes Association, and has been a volunteer in the children's diabetic ward in a local hospital, he or she probably knows a great deal about the subject juvenile diabetes. The student will need to pursue a new angle on the topic of diabetes so that new knowledge is gained in the research process.

- 2. The research topic may be one that requires cumulative knowledge across grade levels and content area.**

It should be a natural outgrowth of interest and combined skills of all, or most content areas. For example, a student who researches the changes in the ozone layer is using cumulative knowledge from at least English, math, science, and history.

- 3. Some preliminary research may be helpful to the student.**

By reading about a certain topic, the student may expand his/her areas of interest. Possibilities for new areas of exploration may surface.

- 4. The research topic should be one that is challenging to the student academically and creatively.**

The student should take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. Making such a choice would make the paper, the community service/product, and the presentation uninteresting. The topic should require academic and creative growth.

- 5. Students should avoid choosing topics that might involve expenses.**

It is **strongly** encouraged that students complete 25 hours of community service as their product. If a student chooses to do a physical product and if the physical product that grows out of the research will require materials, the student may choose to solicit funds from business or corporate donors. Remember, the student is not required to spend money in order to complete the project.

6. Primary research is a valuable component of any inquiry.

It may be wise, therefore, to explore the possibilities for personal interviews, informal surveys, empirical observation, etc., before making a final selection of topic.

7. Students should avoid choosing topics that might endanger themselves or others.

For example, experiments that are potentially explosive or activities such as handling poisonous snakes are not appropriate.

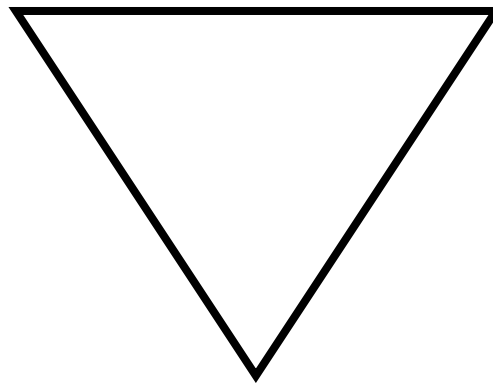
8. Students should use good judgment to be certain that the topics they choose are appropriate for presentation to a review panel and the general public.

Remember that the student must have *project proposal approval* by the Senior Project Committee (Conner, Griffith, Hughes, and Langerman) prior to beginning community service or the product.

9. The research topic should be one that is broad enough to allow the student access to enough information, yet narrow enough to make the research scope reasonable.

For example, a student choosing the topic *First Aid* would find it impossible to include everything about first aid (home remedies, history of emergency services, the treatment of burns, how to stop bleeding, evolution of first aid courses, etc.) On the other hand, a student choosing to research *The Application of Band-Aids to Skin Abrasions* probably will not find enough information.

Mentoring
(broad project topic)



Research: Effects of Mentoring on Children
(narrowed project topic)

Product: Planning, Organizing, and Implementing Mentoring Celebration

Letter of Intent Information

Formally declare your paper and product in a business letter to the Senior Project Steering Committee. We realize that you have had many conversations about your senior project in class, but this letter announces to parents, to teachers, to judges, and to the steering committee exactly what your intentions are.

This activity will benefit you in other areas of your education and life in general. Knowing how to write a business letter is very important to establishing a favorable image of yourself to people who have never seen you. If, for example, you are applying for a job and have to write a cover letter to explain more about yourself, it would not look very good if you do not know the correct format. Realistically, people do judge you by the way you write and talk. In keeping with the current styles of business communication, all letters will be prepared in block style. An example is provided on the next page.

Be careful with your spelling and grammar, for it will be much easier if you get it right the first time. Pay attention to the format, following it strictly. You will continue to redo your letters until they are perfect for your portfolio, so make it easier on yourself!

Your Full Name
Your Mailing Address
City, MS Zip

May 4, 2009 (QS)

Steering Committee for Senior Project
5805 Highway 25
Flowood, MS 39232

Dear Members of the Steering Committee:

The first paragraph of your letter contains the general area of interest and your background, if any, in the area.

In the second paragraph, you are describing the **specific** topic of your research paper and any sources to which you might have access. You also need to provide your proposed mentor's name, title/position, place of business, address, and phone number. Remember, to narrow the topic for your research paper.

The third paragraph of the letter describes the proposed community service/product idea and explains the connection between the research and the community service/product. Describe how the research and the community service/product relate and support one another.

In the fourth paragraph, you will declare your understanding of plagiarism and its consequences.

Sincerely, (QS)

Your Typed First and Last Name

For new incoming seniors: Be sure you save your letter where you will be able to print and/or email it later.

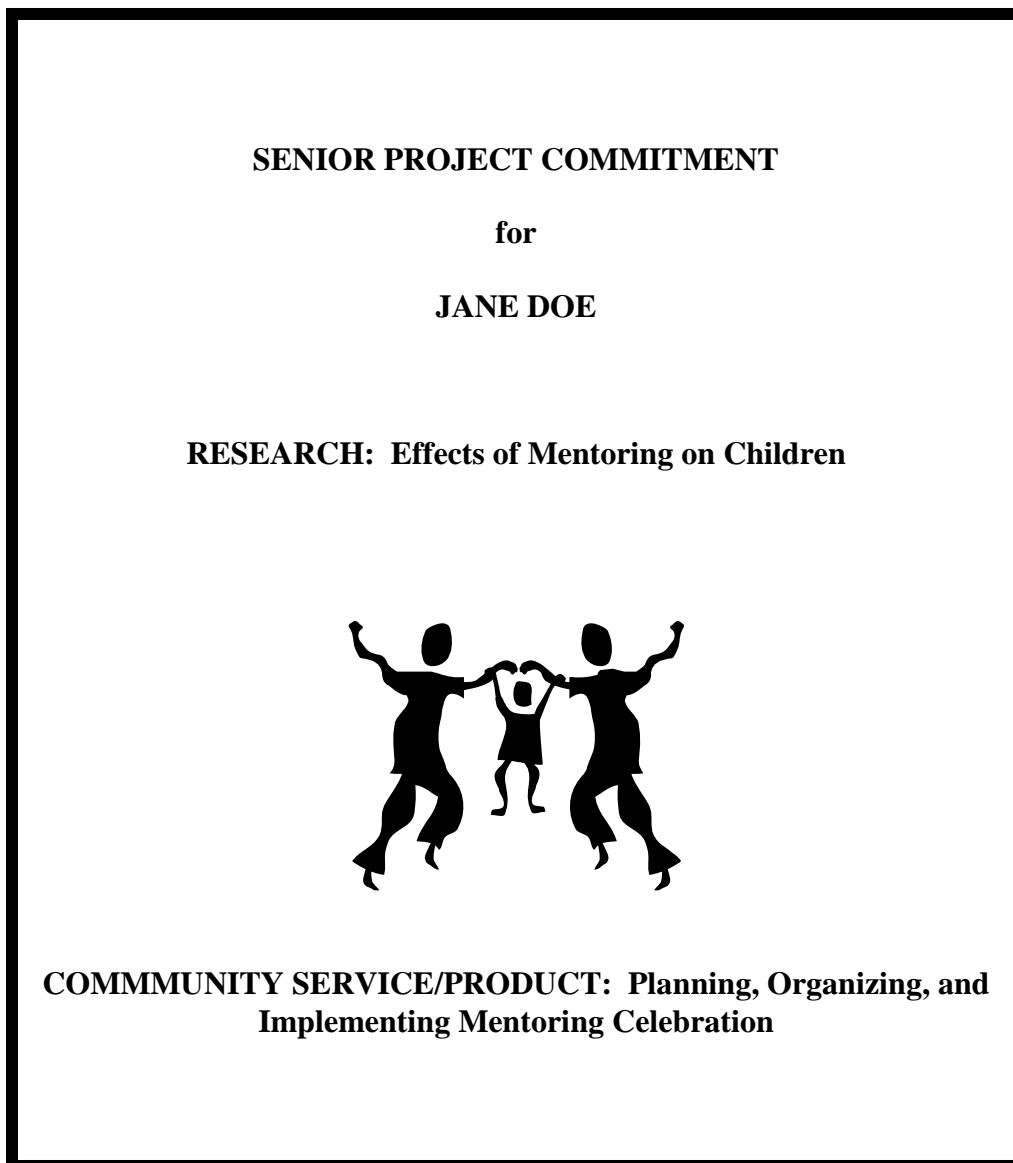
You will type the letter in MSWord and save it. The file name will be your last name then first name. **Example: Smith_Joe.**

Remember your mentor cannot be a family member or your current employer.

Sign of Commitment

Create a sign that announces the subject of your research paper, your community service or the product, and your name. The sign will be graded and displayed in the halls.

The sign will be created, saved, and printed in class. It should be neat, eye-catching, and readable from **six feet** away. A copy of your sign will be printed in the fall and displayed. Graphics are an excellent way to make your sign attractive, but don't get carried away. The same goes for print. Avoid wordy titles, and start the description of the community service or physical product with an action verb.



Research Paper

Refer to the Northwest Rankin Research Handbook that you received from your English teacher.

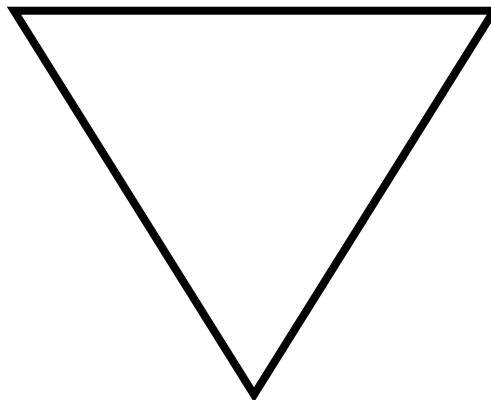
The Community Service/Physical Product

The community service/product gives you the chance to explore a subject in greater depth than possible during the normal course of your busy senior year. Frequently, students begin knowing what they want to do for their senior project, yet are unsure where to do their community service or what to produce as a product. Your mentor is an invaluable resource for feedback and ideas.

Community service is an excellent way to give back to the community and serves to expose the student to greater knowledge and understanding of the research topic. Community service hours must be documented. If the student chooses to do a physical product, the product must benefit the community. Whatever the product, you must keep in mind that during your oral presentation, you will be required to illustrate your activities in some way. All fields of study must be illustrated in some way, assuring coverage of all stages of completion if a physical product is selected. The burden of proof of the community service hours/product is on the student. It is always better to have too much documentation than not enough. Problem-solving your way to a well-documented presentation is a vital part of putting together a dynamic speech.

The community service/product is an appropriate and logical outgrowth/extension of the research paper. It demonstrates application of acquired knowledge from the research and maintains attention to the thesis and focus. A physical product, if chosen, shows evidence of inventiveness/creativity in its concept(s) and conveys a sense of completeness.

Mentoring
(broad project topic)



Research: Effects of Mentoring on Children
(narrowed project topic)

Community Service/Product: Planning, Organizing, and Implementing Mentoring Celebration

Guidelines for Community Service

1. The student must be an active participant.
2. The community service must show evidence of application and synthesis of the research paper.
3. The community service should show evidence that reflects the academic and personal growth that the student has experienced during completion of the community service hours.
4. The student must complete a minimum of 25 hours of community service.
5. The Senior Project Review Board must approve the community service.
6. A 4-page newsletter is required as proof in order to document the time spent. Digital images are required.
7. All community service hours should be completed, and proof of service (in approved form) is due by March 11 – 12, 2010 during your class period.

Guidelines for the Physical Product

1. The product must show the student is an active participant.
2. The product should show evidence of application and synthesis of the research paper.
3. The product should show evidence of academic growth that the student has experienced during completion of the project.
4. If the physical product that grows out of the research will require materials, the student may choose to solicit funds from business or corporate donors. Remember, the student is not required to spend money in order to complete the project.
5. The product must be community service oriented.
6. A group/community must benefit from the product.
7. The Senior Project Review Board must approve the product.
8. Booklets/pamphlets are not acceptable products.
9. A 4-page newsletter is required as proof of your product. Digital images are required.
10. All products must be completed and proof of product notebook (including the 4-page newsletter) is due on March 11-12, 2010 during your class period.

Senior Project Overview

Directions: Using the format below, type the boldface corresponding topic and answer by typing complete sentences (with the exception of #1). This is included in your portfolio.

Your Name

Teacher's Name

Course Title

Date (Day Month Year)

Overview

Title of the Research Paper: Effects of Mentoring on Children

Research Paper Synopsis

Using this paragraph format under each bold question/heading, respond to each heading/question in complete sentences. This is an example of the proper format and should be used with each heading/question.

Community Service/Product Description

Indent first line and double-space response using complete sentences.

Relationship between the Paper and the Community Service/Product

Indent first line and double-space response using complete sentences.

Background Experience in this Area

Indent first line and double-space response using complete sentences.

Special Things the Judges Should Know about the Senior Project

Indent first line and double-space response using complete sentences.

Senior Project Reflection

Directions: Using the format below, type the boldface corresponding topic and answer by typing complete sentences. This is included in your portfolio.

Your Name

Teacher's Name

Course Title

Date (Day Month Year)

Reflection

What were the total hours spent on the project? (This calculation does not include class time.)

A. Research

Using this paragraph format, respond to each heading/question in complete sentences. This is an example of the proper format.

B. Product

C. Mentoring

What were at least two of the biggest problems you encountered as you worked on the project?

A.

B.

What did you do to manage your time?

Indent first line and double-space response using complete sentences.

What did you learn from the experience of working with other people?

Indent first line and double-space response using complete sentences.

What personal satisfaction was gained from this project experience?

Indent first line and double-space response using complete sentences.

Briefly describe the “growth” you gained by completing this project.

Indent first line and double-space response using complete sentences.

How were your original plans for the project the same or different from the final outcome of your project?

Indent first line and double-space response using complete sentences.

Assess the success of your community service/product.

Indent first line and double-space response using complete sentences.

What did the community service/product teach you about yourself?

Indent first line and double-space response using complete sentences.

What would you do differently now that you have finished?

Indent first line and double-space response using complete sentences.

What grade would you give yourself for the project? Give justification for your answer.

Indent first line and double-space response using complete sentences.

Guidelines for Oral Presentation

1. Walk in the door and place portfolio on the end of the judges' table.
2. Exit the room and allow the judges to finish scoring the previous presenter.
3. Begin presentation: introduction, research, community service/product, connection, growth, and conclusion.
4. End of presentation: "I am finished with my presentation; are there any questions?"
5. End of questioning: Thank the judges, shake hands, and exit while scoring takes place. Report to the lab to wait for your materials to be returned to you.
6. Student helpers will return to the room once scoring sheets are removed to collect your presentation items.
7. Remember that you will be making a formal presentation. Please dress according to presentation guidelines. If you are not sure what constitutes appropriate dress, consult your senior project teacher.
8. Do not chew gum.
9. Be aware of your body language. Avoid nervous gestures that may adversely affect your presentation.
10. Maintain eye contact with the Review Board.
11. Do **not** read your presentation.
12. Practice your presentation several times until you feel comfortable with its format and content. Also, time your presentation to be sure that you speak for a minimum of ten minutes and do not exceed the fifteen-minute maximum.
13. Proof of community service/product is required as a part of your oral presentation.
14. Be sure that your presentation covers the following: subject of the research paper, subject of community service/product, connection between the paper and the community service/product, the growth for you, and a self-evaluation.

Practice imagining what questions your Review Board might ask you (or ask a parent or a friend to compose questions for you) and plan the answers you would give. Your board may not ask these exact questions, but this will give you an opportunity to practice answering questions. Remember that questions should address a clarification or extension of your topic.

Expectations for Oral Presentation

- When: May 11-14, 2010
- Where: Northwest Rankin High School
- Who: Board of three to five community and faculty members
- What: You will be evaluated on organization, professionalism, ability to communicate and to think on your feet, and on the overall quality of both content and defense of the research.

Contents of the speech should declare what you have learned from doing the research, from writing the paper, and from completing the community service/product. Also include what worked and what did not work, how you solved the problem, and the nature of your personal growth. Let your personality shine through! Show insight and depth of thought. Sound intelligent! (This means you must rehearse!) This moment is a time of academic focus on one person--YOU. You have worked hard--let your judges know this.

Board presentations will follow this procedure: Each presentation will be scheduled every thirty minutes. The speech should be between ten and fifteen minutes. You will be given a signal at ten minutes, at twelve minutes, and at fourteen minutes. Penalty points will be assessed in the grade computation for any speech not meeting the ten-minute requirement or going over the 15-minute maximum. YOU must speak at least ten minutes. The additional time may not be used to show a video, to do a demonstration, to play an instrument, etc. This time will be a question/answer time. The judges will ask you questions, ask you to clarify a point, or ask you to elaborate on a point made in your speech. The remaining time will be used for judges to evaluate and to score your presentation.

It is your responsibility to provide any supplemental materials/equipment you may need.

Evaluation of the Oral Presentation

Thank you for volunteering your time as a judge for the Review Board of the Senior Project. You have been asked to judge the public speaking phase of this project. The student is required to speak on his or her topic for ten to fifteen minutes. Students should not read from any of their notes. He or she should address the following issues:

- explanation and defense of research paper (this constitutes 75-80% of the presentation)
- the subject of the community service/product,
- the connection between the paper and the community service/product,
- the growth the student experienced, and
- a self-evaluation/reflection

At the end of the speech, you should have at least one question about one aspect of the student's project. Final scores include an assessment of the student's ability to field questions; however, armed with only ten to fifteen hours of experience in their project field, these students must be judged on the very limited knowledge that they have had time to master.

You will use the following form to evaluate the oral presentation part of the Senior Project. The checklist includes a point system of evaluation. Listed below are a few suggestions for Review Board members.

1. Watch your body language--students receive feedback from your facial expressions, level of attention, and posture.
2. Do not ask questions until the end of the presentation. When asking questions, do not challenge the student's selection of the topic or personal beliefs. Do not argue with the student or ask personal questions.
3. Each member should write comments to the students concerning their strengths and weaknesses.

Presentation Outline for Senior Project Presentation

Introduction (Time: _____)

Introduce yourself:

Attention getter:

Main points of presentation (briefly state what you will tell the audience):

Research paper discussion: (Time: _____) (should be 75-80% of speech)

Thesis:

1st main point (and some facts to support):

2nd main point:

3rd main point:

Community Service/Product explanation and discussion: (Time: _____)

Connection between research and community service/product: (Time: _____)

Growth: (Time: _____)

Conclusion: (Time: _____)

Evaluation:

Miscellaneous (more pictures, video, etc.):

Closing: (Time: _____)

"This concludes my presentation. Are there any questions?" (Q & A period)

Post speech: Thank the judges, shake hands, and exit while scoring takes place. Report to the lab to wait for your materials to be returned.

Student's Name: _____

Topic: _____

Rubric for Evaluating the Oral Presentation

- Scale: 5 Exemplary /Outstanding evidence of the descriptor (A)
4 Adequate evidence of the descriptor (B)
3 Evidence of the descriptor, but minor flaws or inconsistencies present (C)
2 Weak, little evidence of the descriptor, with serious flaws (D)
1 Little or no evidence of the descriptor (F)

* Please circle **ONE** number to indicate points awarded for each descriptor. Also, please help these students understand justification of scores given by providing specific comments in space provided.

KNOWLEDGE OF CONTENT: The student effectively integrates information from the research-based paper and community service/product. The speaker shows a comprehensive grasp of the topic. The topic is clearly conveyed to the audience.

5 (A)	4 (B)	3 (C)	2 (D)	1 (F)
Score Explanation/Comments:				

RESEARCH: The material presented shows that the student appropriately researched his/her topic.

5 (A)	4 (B)	3 (C)	2 (D)	1 (F)
Score Explanation/Comments:				

PRESENTATION FORMAT: The introduction effectively engages interest in the topics and establishes a sense of purpose or direction. The body of the presentation conveys essential and critical ideas that flow logically and smoothly and are supported with appropriate illustrations or examples. The conclusion effectively ends the presentation.

5 (A)	4 (B)	3 (C)	2 (D)	1 (F)
Score Explanation/Comments:				

DELIVERY: The student maintains poise throughout the delivery. The student uses effective presentation techniques (posture, gestures, voice projection, and eye contact). The delivery includes an effective command of language, proper pronunciation, and appropriate word choice.

5 (A)	4 (B)	3 (C)	2 (D)	1 (F)
Score Explanation/Comments:				

VISUAL MEDIA: The PowerPoint (or equivalent media) enhances the presentation with accurate information that is professional, attractive, and readable. Visual aids were appropriately incorporated into the presentation.

5 (A)	4 (B)	3 (C)	2 (D)	1 (F)
Score Explanation/Comments:				

COMMUNITY SERVICE/PRODUCT: The community service/product is an extension of the research to a degree that a community/group of people benefits from the student's research knowledge.

5 (A)	4 (B)	3 (C)	2 (D)	1 (F)
Score Explanation/Comments:				

EFFORT: Student effort is exceedingly evident and inspiring.

5 (A)	4 (B)	3 (C)	2 (D)	1 (F)
Score Explanation/Comments:				

EXTEMPORANEOUS QUESTIONS: The student responds confidently and accurately to extemporaneous questions.

5 (A)	4 (B)	3 (C)	2 (D)	1 (F)
Score Explanation/Comments:				

TIME: The student met the time requirement for his/her presentation. (Faculty judge will provide time.)

5 (10-15 min)	4 (9-10 min) (16-17 min)	3 (8-9 min) (18-19 min)	2 (7-8 min) (over 20 min)	1 (under 7 min)
Score Explanation/Comments:				

PRESENTATION MATERIALS::

The student presented/displayed the following:	
Displayed Portfolio: Yes ___ No ___	Did not read presentation: Yes ___ No ___
Followed Outline: Yes ___ No ___	Proper Appearance: Yes ___ No ___

Encouraging Words from Dr. Seuss:

All Alone!

Whether you like it or not, Alone is something
you'll be quite a lot. And when you're alone,
there's a very good chance you'll meet things
that scare you right out of your pants. There are
some, down the road between hither and yon, that
can scare you so much you won't want to go on.

But on you will go
though the weather be foul.

On you will go
though your enemies prowl.

On you will go
though the [parents] howl.

Onward up many
a frightening creek,
though your arms may get sore
and your sneakers may leak.

And will you succeed?

Yes! You will, indeed!
(98 and 3/4 percent guaranteed.)

from **OH, THE PLACES YOU'LL GO!**

Appearance

For Ladies:

1. Appropriate professional business dress is required. Clothes should fit well, not too tight or revealing. Hemlines should be flattering but should be no more than four inches above the knee. Generally, long or short sleeves are recommended but nothing sleeveless (no spaghetti straps or cocktail/party dresses). Shirrtails should be tucked into the skirt, and all clothes should be neatly ironed. Wear dress shoes (no tennis shoes, flip-flop sandals, aquatic sandals, or hiking shoes). Pants suits are acceptable. Hose and closed-toed shoes are required when wearing a dress/skirt.
2. Wear colors that work well with your complexion and hair color. Don't wear fabrics that make noise when you move.
3. Avoid jewelry that sparkles, dangles, or makes noise since these will distract or annoy the audience.
4. Keep makeup simple.
5. Hair should be clean and well-groomed. While styles are highly individual, the hair should not be the dominant feature of the face. If you have longer hair, make sure it does not fall in your face.

For Gentlemen:

1. Clothes should fit well and be clean and pressed. Clothes that are checkered, brightly colored, or that clash will not reflect well on your image. Shirrtails should be tucked into the slacks. Dress slacks with coordinating dress belt, long sleeve buttoned-down collared shirt and necktie must be worn, but business suits or sport coats with the above attire are always appropriate.
2. Shirt color should not be too bright. If you are worried about perspiration showing, wear a plain white cotton T-shirt and a white shirt.
3. Ties can be used to compliment the color of your eyes and face. The audience's eyes should not first focus on the tie; therefore, don't wear anything too busy.
4. Shoes should be appropriate, comfortable, and well-shined. Make sure that socks match.
5. Hair should be clean and well groomed regardless of style.
6. Facial hair (in accordance with RCSD policy) should be clean and well-groomed.

Tips for Reducing Anxiety

1. Organize

Being well organized gives you more confidence, which allows you to focus on the presentation. Prior planning prevents poor performances.

2. Visualize

Mentally rehearse walking into the room, delivering your presentation with enthusiasm, fielding questions with confidence, and sitting down after a great job.

3. Practice

Practice by standing up, as if the audience were in front of you, and verbally do your presentation, not just mentally or with your lips. Practice with your visual aid. (i.e: Senior Project PowerPoint).

4. Breathe

Take deep, slow cleansing breaths. This will help with your relaxation.

5. Focus on Relaxing

As you breathe, tell yourself on the inhale, "I am" and on the exhale, "relaxed."

6. Release Tension

Unreleased energy may cause hands and legs to shake. Try an isometric exercise.

7. Move

If you stand in one spot and never gesture, you will experience tension. You can't gesture too much if it is natural.

8. Eye Contact With The Audience

Relate and connect with your audience. This should help you relax because you are less isolated and learn to react to their interest in you.

Presentation Poise

Posture

- Stand up straight.
- Point your feet toward the audience with your weight evenly distributed.
- Don't place your weight on one hip, then shift to the other as shifting can distract the audience.

Movement

- Move to the side or front of the lectern to get nearer to the audience.
- Don't stay in one spot but don't pace either. An occasional step to either side, or even a half-step towards the audience for emphasis, can enhance your presentation.
- Stay close, stay direct, and stay involved with your audience.

Shoulder Orientation

- Keep your shoulders oriented toward the audience. This becomes critical when using visual aids.
- You will have to angle away from the audience sometimes, but it should not be more than 45 degrees.
- Don't speak unless you have eye contact with the audience.
- Don't talk to your visual aid.

Gestures

- Learn to gesture in front of an audience exactly as you would if you were having an animated conversation with a friend - nothing more, nothing less.
- Using natural gestures will not distract from a presentation; however, doing one of the following certainly will:
 1. Keeping hands in your pocket,
 2. Or keeping your hands handcuffed behind your back,
 3. Or keeping your arms crossed or flapping,
 4. Or wringing your hands nervously,
 5. Or fidgeting with hair.

Eye Contact

- The rule of thumb for eye contact is 1-3 seconds per person. Try not to let your eyes dart around the room.
- Try to focus on one person, not long enough to make that individual feel uncomfortable, but long enough to pull him or her into your presentation. Then move on to another person.
- Good eye contact helps establish and build rapport. It involves the audience and reduces the speaker's feeling of isolation.

Voice

- Learn to listen to yourself; stay aware not only of what you are saying but also how you are saying it.
- Monotone: Anxiety usually causes monotone voices. The muscles in the chest and throat tighten up and become less flexible, and airflow is restricted. The voice then loses its natural animation and a monotone results. You must relax and release tension. Upper and lower body movement is vital.
- Talking too fast: When we become anxious, the rate of speech usually increases. Articulation is what is important. Sometimes when you talk too fast you trip over words. Breathe and slow down. Listen for the last word of a sentence, and then proceed to your next sentence. Pausing can be very effective in a presentation. This allows important points to sink in. Sometimes the audience needs a period of silence to digest what you are saying.
- Volume: Practice will solve most problems in volume. Have a person who will give you a straight answer listen to your presentation from the back of the room. Ask that person if you can be heard, if you trail off the end of a sentence, if lack of volume makes you sound insecure, or if you are speaking too loudly.