

Bonney Lake  
High School



CULMINATING  
SENIOR PROJECT  
**STUDENT MANUAL**  
**2007-2008**

# Table of Contents

<b>LETTER FROM THE PRINCIPAL.....</b>	<b>2</b>
SENIOR PROJECT TIMELINE 2007-2008 .....	3
PHILOSOPHY OF THE CULMINATING PROJECT.....	5
OVERVIEW OF REQUIRED WRITTEN DOCUMENTS.....	6
INTEGRITY COMMITMENT.....	7
PARENT CONSENT FORM FOR ALL CULMINATING PROJECTS .....	9
CULMINATING PROJECT RISK MANAGEMENT.....	11
INFORMED CONSENT FORM CAUTIONED BY RISK MANAGEMENT .....	12
WRITING YOUR RESUME .....	13
SAMPLE RESUME .....	14
<b>RESEARCH AND PAPER.....</b>	<b>15</b>
LETTER OF INTENT: DUE DECEMBER 7, 2007.....	17
SAMPLE LETTER OF INTENT.....	18
PERSUASIVE RESEARCH PAPER GUIDELINES .....	19
PURPOSEFUL WRITING: STEPS IN THE RESEARCH PROCESS .....	20
PERSUASIVE THESIS STATEMENT .....	21
SAMPLE OUTLINE FOR PAPER (WITH REFERENCES) .....	22
CREATING A TITLE PAGE.....	25
MLA FORMAT .....	26
SENIOR ROUGH DRAFT PROCESS .....	29
RESEARCH PAPER RUBRIC .....	31
<b>PROJECT AND MENTOR.....</b>	<b>33</b>
CHOOSING A PROJECT.....	35
JOB SHADOW REQUIREMENTS & PURPOSE .....	36
CHOOSING YOUR MENTOR .....	37
CONTACTING A MENTOR .....	38
MENTOR CREDENTIALS LETTER.....	39
SAMPLE MENTOR CREDENTIALS LETTER .....	40
REFLECTIVE JOURNAL CRITERIA .....	41
REFLECTIVE JOURNAL SAMPLE .....	42
MENTOR VERIFICATION #1 .....	43
MENTOR VERIFICATION #2.....	45
MENTOR VERIFICATION #3.....	47
<b>PORTFOLIO.....</b>	<b>49</b>
ASSEMBLING YOUR SENIOR PROJECT PORTFOLIO .....	50
SENIOR PROJECT PORTFOLIO CHECK SHEET.....	53
PORTFOLIO COVER SHEET PLACED ON THE WALL OF KNOWLEDGE.....	55
CAPSTONE LETTER: PRE-WRITING QUESTIONS .....	56
<b>SENIOR BOARD PRESENTATION.....</b>	<b>57</b>
SPEECH ORGANIZATION—SENIOR BOARD PRESENTATION .....	58
SPEECH PRACTICE FORM .....	59
EFFECTIVE COMMUNICATOR SPEECH RUBRIC .....	61
PERFORMANCE APPRAISAL FOR.....	63
HEAD JUDGE’S SUMMATIVE EVALUATION RUBRIC .....	65

## Letter from the Principal

Dear Senior:

You are nearing the completion of thirteen years of education. You have taken numerous courses and have acquired a variety of skills during that time. You are now ready to move on to the next step—putting those skills and knowledge together and demonstrating what you have learned through your Culminating Project. With this project you will be given the opportunity to choose your area of study and show your problem-solving skills, decision-making capabilities, independence, and your abilities in the area of self-directed learning.

The Culminating Project involves several steps. First, you will select a topic of your choice, gather knowledge through researching both secondary and primary sources, and write a research paper regarding your topic. Next, you will develop and complete a project which applies some aspect of your research. It is important that your project involve a learning stretch which causes you to grow both intellectually and emotionally. Finally, you will give a formalized presentation to a panel of judges, comprised of staff and community members, who have an interest and knowledge in your area of study. After your presentation, the members of your board will ask you questions related to your research, your project, and what you have learned in completing your project. They will also review your portfolio.

It is important to note that you will not be left totally on your own to complete your project. You will be assigned to a staff advisor who will assist you. You will meet with your advisor periodically to make sure you are meeting deadlines and are “on the right track” as you proceed with your project’s development. In addition, you may be working with mentors whom you have identified as having expertise in your area of interest.

Culminating Project is your chance to show skills you have learned and your development in an area of interest to you. Your project represents years of education and your achievements. Your project should be a challenge and will require a concerted effort. However, if you approach it in a step-by-step fashion, meeting the deadlines as they occur, it is manageable for you. The payback will be the sense of accomplishment you will feel for a job well done, as well as the experiences you will have along the way.

I look forward to seeing your projects this spring.

Good luck!

Linda Masteller  
Principal

## **Senior Project Timeline 2007-2008**

<b>October –</b>	Advisor-Advisee selection process
<b>November:</b>	Introduction to Project: Manual distribution First meeting with advisor: Brainstorm quality projects, proposal forms distributed
<b>November 8:</b>	Proposal Form due to Project Advisor
<b>November 20:</b>	Proposal forms returned to student with approval
<b>December 3 -</b>	Research Seminars (Senior English, 1 <sup>st</sup>
<b>January 16</b>	Semester). Theme Reader or English Teacher must clear thesis and outline by Jan. 11. Turn in copy to Advisor
<b>December 7:</b>	Letter of Intent, Integrity Commitment, Risk Management Informed Consent, Parent Consent form, due to Advisor
<b>January 18:</b>	Resume for Portfolio due to Advisor
<b>February 4 -</b>	Research Seminar (Senior English
<b>February 21</b>	2 <sup>nd</sup> Semester) Theme Reader or English Teacher must clear thesis and outline by Feb. 14. Turn in to Advisor
<b>February 13:</b>	Mentor Credential Letter due to Advisor
<b>February 22:</b>	Portfolio Cover Sheet due to Advisor for the Wall of Knowledge
<b>February 29:</b>	<b><i>Best Effort</i></b> Rough Draft Due to Advisor. Paper needs to pass the “Yes Test” on the upper half of Research Paper Rubric
<b>March 19:</b>	<b>Final Draft Persuasive Paper due</b> to Advisor. Final drafts must include: <b>rubric, research envelope w/notes and all previous drafts</b>
<b>March 26:</b>	Mentor Verification #1 Due to Advisor
<b>April 15:</b>	Mentor Verification #2 with reflective journal—10 hours due to Advisor
<b>April 29:</b>	Mentor Verification #3 (final) and reflective journal check – 15 hours due to Advisor. Portfolio check with advisor
<b>May 2:</b>	<i>Portfolios due to ADVISORS for proofreading and Sanctioning</i>
<b>May 8:</b>	<b>Portfolios due to Senior Project Coordinator</b>
<b>May 12-16:</b>	Complete presentation practice
<b>May 20-21:</b>	Senior Boards—dress for success!

## ***Philosophy of the Culminating Project***

Opportunity is missed by most people because  
it comes dressed in overalls and looks like work.  
- Thomas Edison

### **What are some of the skills that are needed to ensure that you will be successful in the 21st century?**

Whether you are planning on entering the work force immediately after high school or entering it after you complete some formal training, we know that effective communication –both in speaking and writing– is necessary. We also know that citizens must be able to reason critically, acquire and use information, work well with people, behave honestly and ethically, and use the resource of time effectively. That's what your twelve years of schooling has helped you achieve.

**Culminating Project**, a graduation requirement of the Sumner School District and of Washington State, is a fitting conclusion to your education because you are expected to demonstrate that you can write, speak, and organize information and time around a topic that you have selected. This is the real-world application of all your learning so far and we invite the members of the community to come and listen to what you have learned!

The best part is that you pick the topic! This is the most exciting part of the project. You are almost unlimited in your choices as long as your selection is not harmful. Your parents and school personnel must approve. Be sure to choose wisely. Pick a topic that you enjoy because you'll be spending hours of time on it as you complete these steps:

#### **The Research and Paper**

1. Research the subject through a variety of sources, including interviews and the Internet
2. Prepare a typed 5-8 page research paper (see Research Paper Rubric and Research Guidelines)

#### **The Project and Mentor**

3. Complete a minimum 15-hour project with the help of an adult mentor

#### **The Portfolio**

4. Organize your process into a quality portfolio

#### **The Senior Board Presentation**

5. Present your research and your project learnings to a panel of judges

You are expected to complete all your work, including meeting deadlines, with care and thoughtfulness. When you do, you will truly prove that your diploma represents mastery of skills that are valued in the real world.

## ***Overview of Required Written Documents***

### ***RESEARCH PAPER***

**Research Proposal Letter:** This first stage of the Culminating Project demonstrates your ability to be a **self-directed learner** and an **effective communicator**. You will select your Culminating Project advisor who will support your efforts by providing guidance and resources. With your advisor, you will brainstorm topics that are relevant, yet rigorous; you will generate guiding questions, and declare a thesis statement. You will propose your research topic and explain your stretch in an error-free business letter written to your advisor.

**Persuasive Research Paper:** During the research and writing component, you will demonstrate the skills of organized, original research, time management, and persuasive writing. As a **self-directed learner, effective communicator, and critical thinker**, you will create an outline, synthesize your research into a five to eight page persuasive paper, and record a list of your sources. You are responsible for completing the work on your own time, just as you will do when you do research in your adult life.

### ***PROJECT AND MENTOR***

**Project Confirmation and Mentor Credentials Letter:** As you move from researching to planning your project you will need to determine a timeline, identify and contact a community member who is well versed in your field (***parents may support and guide, but may NOT serve as a mentor***), consider a budget, communicate your plan, explain how it is a stretch, and provide the credentials of your mentor by writing an error-free business letter to your BLHS advisor. This letter will showcase your competence as an **effective communicator**. The project must be related to, and be an extension of, the research. It must be a **stretch** and show **growth in an area that is new for you** (a learning stretch is the act of making **great demands** upon one's abilities while gaining knowledge, comprehension, or mastery through experience or study). It may consist of making or producing a product, working, teaching, volunteering, or job shadowing. The project must be accomplished on your own time, **NOT during school time**. You must provide documentation of your time through pictures or product, and your mentor must contact your BLHS Culminating Project advisor.

**Reflective Journal Entries: (1 page minimum (double spaced) per hour of project time):** While working on the project you will need to keep a journal of your actions, thoughts, feelings, project-related problems, and new learning. By taking the knowledge you gained from the research stage and applying it to an action project, you will be demonstrating that you can meet the district outcomes of **self-directed learner, collaborative worker, and community contributor**. Your entries need to indicate a "learning stretch," and account for at least 15 hours of work under the guidance of an expert adult mentor from the community.

### ***PORTFOLIO***

**Capstone Letter:** This piece of writing is the capstone to your high school career. As such, it needs to display the highest level of quality in both content and conventions. You will be using prompts from the self-evaluation sheet in the manual as a pre-writing activity for this letter. Your writing should display your best reflections about your project experience **FROM BOTH SEMESTERS** and connect the skills you have gained to what you will be doing in your 13<sup>th</sup> year.

## ***Integrity Commitment***

Honesty and integrity are important character traits we hope to reinforce throughout the Culminating Project. While we fervently hope we will not have to perform administrative consequences, we want to be very clear about the consequences of cheating on the Culminating Project.

We define cheating as:

- Plagiarizing (claiming work is yours that is not) any part of the Culminating Project, particularly the research paper. In other words, "*Plagiarism refers to a form of cheating that has been defined as 'the false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting it as one's own'*" (Alexander Lindey, Plagiarism and Originality, New York: Harper, 1952).
- Lying about or exaggerating the quality and/or quantity of the time spent working on the product phase; inventing or exaggerating a mentor relationship.

If any of these should occur, you would be removing yourself from eligibility to give your senior board presentation, because unethical behavior has severe consequences to an organization and to self. By doing this, you would also be removing yourself from commencement exercises – you would not walk at graduation.

You may have the opportunity to present your new, original work at a post-commencement board. Provided you pass that board, and satisfy the other graduation requirements, you would still earn your diploma.

I, \_\_\_\_\_, and my parent/guardian, \_\_\_\_\_, commit to honest and integrity regarding the Culminating Project. We understand the consequences of cheating.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Parent/Guardian

**Turn this contract in to your Project Advisor with your Letter of Intent and Parent Consent Form.**



## Parent Consent Form for all Culminating Projects

Student Name : \_\_\_\_\_ Advisor Name: \_\_\_\_\_

**The staff of Bonney Lake High School would like to thank you for supporting your student as they meet this important graduation requirement.**

As a parent/guardian of a senior at Bonney Lake High School, I am aware that my son/daughter, to fulfill graduation requirements to the quality standards as defined in the enclosed rubrics, must successfully complete the Culminating Project.

I also understand that the completed portfolio (which I will have an opportunity to review and then sign on the Portfolio Checklist) must be turned in on the due date listed on the calendar, so that my son/daughter may participate in the board presentations. If this deadline is not met, he/she may not participate in commencement ceremonies. A diploma may still be earned after successfully completing the post-graduation boards and satisfying the other graduation requirements.

I understand that the Culminating Project is not to take place during class time. Students must schedule CP appointments so they do not conflict with classes at BLHS. We encourage students to take advantage of Spring Break. Culminating Project absences are not considered "school related absences" and would be considered unexcused and would result in consequences as stated in our attendance policy.

Furthermore, I agree that students who decide to cheat on any part of the Culminating Project will not participate in commencement ceremonies.

**For the project to be completed outside of the school day, my son or daughter has decided to:** \_\_\_\_\_

My son/daughter anticipates the cost of the project to be \$ \_\_\_\_\_ and has the funding available to cover this cost.

I fully understand that this project decision is made completely independent of the staff and administration of Bonney Lake High School. My student and I fully accept responsibility for selecting the project and mentor, subject to the guidelines and standards of the Culminating Project as spelled out in this manual. I recognize and agree that the district is not responsible for any possible risks that might exist in the student participating in such activity or any cost that might be involved.

**Parent/Guardian printed name and signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Phone number and best time to call:** \_\_\_\_\_

**Email address:** \_\_\_\_\_

## ***Culminating Project Risk Management***

The purpose of the Culminating Project is to train students to conduct thorough research on a subject scholastically, perform a related project, and learn to present it to the public in an organized and professional manner that is up to the standards of the business world. The Culminating Project requires you to select a topic outside of school curricula, so many students turn to recreational and athletic activities that are considered high-risk. The school's position must be that the educational value of a project must outweigh the consideration of knowingly allowing a student to be exposed to an activity that has been identified as a high risk for injury. Projects will not be allowed that are morally or socially objectionable, illegal, or unsafe.

Due to inherent risks, you may **absolutely not do** any project on the following list. If you pursue a project on this list, you will fail your Culminating Project and will not graduate.

- No on-the-water/underwater projects
- No above-the-ground projects (air or flight activities)
- No mountain climbing, snowboarding, or skiing or instruction thereof
- No skating, rollerblading or skateboarding
- No use of weapons or making of weapons, fireworks or rockets
- No racing or stunt-driving of any motorized vehicles or boats
- No paint-balling
- No recycled Debate or Business projects
- No horses
- No cooking except as part of home economics or vocational education programs, and no offering home-cooked foods to others

Some projects are risky, and while we do not forbid you from doing them, we strongly advise that you do not, and we will require a completed Informed Parent Consent Form from you before you begin:

- Amusement park activities
- Animal activities—strays, handling, wild animals
- Non-WIAA athletic activities—powder puff football, high-impact aerobics, trampolines, etc.
- Wilderness activities
- Travel to do activities in other states or countries
- Athletic camps will require special insurance at student's expense
- Activities not permitted under child labor laws for minors (WAC)

Please complete the Informed Consent Form Cautioned by Risk Management for a project from this list. The form is included in this manual on the next page.

***Informed Consent Form Cautioned by Risk Management***  
**Parent/Legal Guardian/Participant**

\_\_\_\_\_ (Student's full name) has my consent and authorization to participate in \_\_\_\_\_ as part of the student's Culminating Project.

**My student will participate in a project which includes:**

I realize that Sumner School District will not have staff present during this project. I assume responsibility for supervising my child for all the activities involved in the project. The district is not sponsoring the project and will not be responsible or liable for any activities the student chooses for this project.

I am fully aware of the special dangers and risk inherent in the project, including physical injury, death, or other consequences that may arise or result directly or indirectly from the project. Being fully informed and aware of the risks associated with this project, I hereby give my consent for the above named student to participate in the project described. Additionally, I assume all risk of injury or liability and waive any right of recovery from or to bring suit against the Sumner School District for any personal injury, death, or other consequences arising out of participation in the project, except for the sole negligence of the Sumner School District.

Parent or Legal Guardian signature reflects their knowledge and approval of the project described.

**Signature of Student** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian printed name and signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Phone number and best time to call:** \_\_\_\_\_

**Email address:** \_\_\_\_\_

**Writing Your Resume**  
**Due January 18, 2008**  
**To be placed with Tab 2: Educational Plan**

Your resume' presents you- your skills, knowledge and experiences to a prospective employer. It is a vivid word picture of your skills, knowledge, and past responsibilities. It says exactly who you are, by providing the kind of information listed below:

- Personal Data:** name, address, phone, e-mail address
- Job Objective:** the type of position you want and the type of organization you want to work for
- Education:** where you went to school, what your GPA was, a list of classes you took that might apply to the job
- Employment:** positions you've held, and the dates you had them (where and when), specific duties and accomplishments. Include volunteer work
- Activities:** all school activities in which you participated. Write them all down including leadership positions or if you started a group yourself
- Honors:** academic, athletic, or community awards
- Skills:** examples include: speaking another language, knowledge of a computer program, typing speed, etc.

**Tips for Resume' Writing**

1. Design each resume' to fit the particular job.
2. Be specific – use numbers, dates, names.
3. First present information that is the most impressive and/or most important to the job for which you are applying. This guideline will help you determine whether to put experience or education first.
4. Use everyday language and short, concise phrases.
5. Use boldface type, underlining, white space, and indentations to make your resume' more readable.
6. Get someone else's reaction before typing the final copy.
7. Proofread for spelling, punctuation, and typographical errors.
8. Resume should be limited to one page.

## ***Sample Resume***

### **John Doe**

**123 MAIN STREET  
Bonney Lake, WA  
253-555-1212**

#### **Career Objective**

To obtain a position in a communications, public relations, or advertising firm or department.

#### **Employment**

##### **LIFEGUARD (2006 – present)**

*BONNEY LAKE COUNTRY CLUB*

Monitored pool area for violations and potential hazardous situations

Assisted in maintaining pool and recreation areas. Taught summer swimming class

##### **EDITOR OF CAMPUS NEWSPAPER (2006 – present)**

*BONNEY LAKE HIGH SCHOOL*

Technical writing, advanced composition, classes of word processing, desktop publishing

##### **CAMPUS NEWSPAPER STAFF (2005 – present)**

*BONNEY LAKE HIGH SCHOOL*

Researched and gathered information for news articles using library and Web sources

#### **Education**

Bonney Lake High School (2005 – 2008)	3.8 GPA
Mountain View Jr. High (2004 – 2005)	3.9 GPA

#### **Activities**

National Honor Society, Chess Club

#### **Honors**

Washington Media Association Scholarship recipient  
2006 Best High School Newspaper Design  
Vice President of National Honor Society, 2005-2006

#### **Skills**

Speak Spanish fluently, maintain a positive attitude, use high-level mathematics, flexible and open to new ideas

Bonney Lake High School Culminating Project Manual

# Research and Paper

Letter of Intent  
Persuasive Paper Guidelines  
Writing Process  
MLA Format  
Sample Outline  
Paper Rubric

## ***Letter of Intent: Due December 7, 2007***

**In this requirement, you will demonstrate the skill of writing a business letter with correct format and conventions, such as you might use in the future when applying for a job.** You will word process this letter and turn it in without errors to your Culminating Project advisor. Later, you will include it in your finished portfolio. Your letter must be written as follows:

**Introduction:** Describe your overall idea for your Culminating Project. Tell what you will be researching, and how it will link to your project. Tell about your background knowledge in this area, and ***explain why this will be a learning stretch.*** (A learning stretch is the act of making ***great demands*** upon one's abilities while gaining knowledge, comprehension, or mastery through experience or study.)

**Research:** Describe the specific research you will be doing and list five guiding questions for your research. Describe what you anticipate learning from your research ("I think that I will find that . . .").

**Resources:** Discuss how you will determine the reliability and usefulness of your sources.

**Conclusion:** Pledge to work with honesty and integrity on your project by copying the following paragraph verbatim into your paper, understanding this letter is a contract.

"I understand that honesty and integrity are important characteristics of an upstanding citizen. As such, I will demonstrate these qualities by committing to accuracy and honesty on all parts of the Culminating Project; this means I will not plagiarize any of the written portions, and I will not lie about, or exaggerate, any part of the 15+ hour portion of the project. I know that those who cheat will not participate in commencement exercises, and possibly will not graduate at all(Culminating Project Manual)."

Finish this paragraph with a sentence showing you understand the consequences of cheating on this project and in life.

Sign the letter in black ink. A model letter is on the next page.

## **Sample Letter of Intent**

November 18, 2006

↔ 2 Lines

Jill Zimmerman  
12438 E. Cedar Lane  
Bonney Lake, WA 98392

↔ 4 Lines

Mrs. Karen Jones (your Advisor's name)  
10920 199<sup>th</sup> Avenue Court East  
Bonney Lake, WA 98391

Dear Mrs. Jones:

I have been interested in cars for as long as I can remember, but I am becoming more aware of what an environmental mess they make. I want to research alternative power sources for cars and make a working model of one of these sources. I have been through all of the automotive classes here at BLHS, but have no experience dealing with anything but gas and diesel engines. It will be a huge stretch for me to learn about clean fuels, to learn what I need to know to build a working model, and to find the parts.

My guiding questions are the following: What are the types of clean fuels? How reliable are clean fuels? Do clean fuels provide as much power as gas or diesel? How expensive are clean fuels in comparison to fossil fuels? How long has clean fuel technology been around? What is the automotive industry doing to promote clean fuels? I think that I will find that clean fuels have been around for a while but that they are still expensive. I'm guessing that the auto industry has some kind of plan for phasing in cleaner cars.

To determine the reliability of my sources I will make sure they are current, make sure that they have reputable authors or sponsoring agencies (like the Department of Energy), and make sure that the names used in one source also appear in other sources. I will be on the lookout for bias from the automotive industry because they have so much at stake.

"I understand that honesty and integrity are important characteristics of an upstanding citizen. As such, I will demonstrate these qualities by committing to accuracy and honesty on all parts of the Culminating Project; this means I will not plagiarize any of the written portions, and I will not lie about, or exaggerate, any part of the 15+ hour portion of the project. I know that those who cheat will not participate in commencement exercises, and possibly will not graduate at all" (Culminating Project Manual 17). I also know that I want to end my high school experience on a positive note, so I would not want to cheat myself out of this opportunity.

Sincerely,

↔ 4 Lines, Sign here

Jill Zimmerman

## **PERSUASIVE Research Paper Guidelines**

### **(Read this carefully – it’s here to help!)**

The first major portion of the Culminating Project is the five to eight page **persuasive** research paper that is the foundation of your project. It is meant to give you a strong background for the product phase of the project, as well as demonstrate your competence in writing and research. It will complement and relate to your 15-hour project. The content of your research paper must be a learning stretch—new information for you.

The paper will take a main idea of yours – **your thesis** – and support it with researched, **well-documented** facts. It has a clear beginning, middle, and end, and does not repeat itself. It should be an example of your best, most sophisticated work. See the rubric for specific assessment details.

You will **choose a perspective** from which to write your paper:

- Personal point of view – uses 1st person point of view (I ...)
- Academic point of view – uses 3rd person point of view (They/One...)
- No papers will use 2nd person point of view (You...)

You will keep your research notes, copies, outlines, drafts, and ALL other work in a research envelope. **You’ll turn this in to your advisor whenever he or she asks for it and when you turn in your final draft.** You will also turn in the **Rough Draft Check Off Sheet** with your final draft of your research paper. As a portfolio piece, your Board may be interested in seeing your process. Papers will not be accepted without this envelope filled with your work. If you don’t have your research and drafts, you’ll have to start over. Be careful with them!

If you choose one of the following kinds of **thesis**, keep these guidelines in mind:

“How to” papers must compare and/or contrast two aspects of the chosen topic...

“Whole language versus phonics: how best to teach a child to read”	<b>NOT</b>	“How to teach a child to read”
--	------------	--------------------------------

“Employment” papers must be issue based, not focused on WOIS-style information...

“Managed care’s far-reaching impact on today’s doctors”	<b>NOT</b>	“The job description and prospects of a new physician”
---	------------	--

“History of...” papers must deal with relevant issues concerning the topic...

“The history of Jimi Hendrix: his amazing impact on today’s music”	<b>NOT</b>	“The life and times of Jimi Hendrix”
--	------------	--------------------------------------

## ***Purposeful Writing: Steps in the Research Process***

**Best Effort Rough Draft Due: February 29, 2008**

The best way to avoid plagiarism is to give yourself time to write and be clear about the particular question your research seeks to answer. In other words, write with a purpose. One successful strategy for purposeful writing is to follow these steps as you do your research and write:

**First Steps** (before the research begins): Review the Research Rubric that follows in your manual.

### **Search for topic “possibilities”**

- use clustering, brainstorming, free writing

### **Compose questions**

- create questions about what you want to “discover” about your topic (who, when, why, where, what, how)?

### **Narrow and survey**

- explore and evaluate information on your topic—make a list of key words (what else can I call this?)
- use the *Reader’s Guide to Periodical Literature* (big green books ) to check availability of sources, computer data bases for magazines like SIRS.
- scan the table of contents in possible sources to be sure you have a “researchable” question

### **Write an initial thesis**

- point the direction of your research
- include the purpose or focus of your writing, your attitude toward the topic, and the limits to your topic

### **Plan**

- do a preliminary (skeleton) outline (see form to follow in manual)
- schedule interviews
- budget your time
- draw up a calendar (Panther Planner)

**Second Steps** (the research process):

### **Take Notes**

- gather your sources
- **read, read, read**
- create source cards with complete citation information
- record information on note cards using a combination of paraphrase, summary and direct quotation. Don’t forget page numbers. Think about the significance of your information in light of your thesis
- be aware of bias in your sources

### **Organize**

- create a structure for your log
- put your summaries in an order that makes sense
- sort cards into categories, use a graphic organizer or an outline

**If you are in doubt about this process, seek help from any of the following sources:**

**Your Project Advisor**

**Writing Center Personnel**

**Any adult who has written  
a research paper**

### ***Persuasive Thesis Statement***

Show your readers what stand you will take on the issue. Statement must show clearly whether you are for or against what is happening. The statement must show the reader how you will prove you are right?

**Your Stand on the Issue:**

---

---

**Focus:** Show reader where you plan to go with your subject. Show them three strong arguments for your side. I plan to convince my readers I am right because...

Point 1:

---

---

---

Point 2:

---

---

---

Point 3:

---

---

---

**Thesis:** Combine the subject and your three main points and develop a strong thesis statement for your writing piece that shows clear purpose and intent.

---

---

---

---

---

---

---

\_\_\_\_\_ **English Teacher**

**Date** \_\_\_\_\_

or

\_\_\_\_\_ **Writing Center**

**Date** \_\_\_\_\_

## **Sample Outline for Paper (with References)**

**Title – Centered and should relate to subject of research**

### **Not So Hopeless**

- I. INTRODUCTION
- A. **Attention Grabber:** Grab readers' interest (anecdote example)  
*The sounds of gunfire ripped through the silent evening. Neighbors who peeked out their windows saw 15-year-old Jesse lying on the street, his young body soaking up the gathering pool of blood.*
  - B. **Problem or issue:** *Who committed this heinous crime? The culprit was another 15-year-old, who wanted Jesse's jacket.*
  - C. **Smooth transition to thesis:** *Unfortunately, incidents like this one are becoming more and more common.*
  - D. **Thesis:** *Teen violence has **increased** due to several societal **influences**, but **education** can play a key role in curbing adolescent aggression.*
- II. BODY OF PAPER: This is where you present evidence which supports your thesis. Facts must be supported with commentary showing how facts relate to thesis.
- A. Paragraph to introduce the idea of steady **increase** in teenage violence in the past decade
    1. New paragraph on incarceration rates (Johnson 23-26).
    2. New paragraph on school discipline referrals (Barlow).
    3. New paragraph showing violent crimes on the rise ("Who Are Our Kids?")
  - B. Paragraph to introduce the idea of **influences** triggering adolescent violence
    1. New paragraph on family support systems changing (Reed).
    2. New paragraph on social trends (Johnson 34).
    3. New paragraph on media influences ("Who Are Our Kids?")
  - C. Paragraph to introduce **education's** role as a preventative to teenage violence
    1. New paragraph showing conflict resolution as curriculum is helping (Gonzales 45).
    2. New paragraph showing prisoners confronted with victims (Gonzales 102).
    3. New paragraph showing peer mediation making difference (Winn 70).
- III. CONCLUSION: Must explain to the reader the significance and/or implications of the research.
- A. Summary relates to thesis by referring to paper's implications. (restate thesis and answers the question: "So what?")  
*Even though violent crimes among adolescents have **increased** in the last decade, it is not at all a hopeless situation.*
  - B. Summarizes main points:  
*When parents are actually involved in an adolescent's life, and mitigate for some of society's **influences**, teens tend to act less violently. In addition, empowering **educational** programs like peer mediation have proven that there is hope for all our futures.*
  - C. Show how issue will affect us:  
*We can live in peace in our communities.*
  - D. Final statement needed: Appeal to readers to take action.  
*Take an interest in our youth and volunteer at your local schools and communities and help make a difference in all our futures.*

**Note: Italicized words in the thesis refer to the major topics in the outline, which are developed in the body of the research paper with evidence and commentary to show they are a legitimate argument.**

## ***Outline Worksheet***

Fill in Outline for Paper – **Don't use complete sentences for outline** – abbreviate thoughts and ideas.

**Creative Title** – Centered and should relate to subject of research

I. INTRODUCTION PARAGRAPH

**A. Attention Grabber:**

**B. Problem or issue:**

**C. Smooth transition to thesis:**

**D. Thesis:** should have three main points

II. BODY OF PAPER: Multiple paragraphs

A. Paragraph (three or more sentences) to introduce **First Point** of paper.

1. Paragraph (3+ sentences) with evidence that supports first point of paper.

2. Paragraph with more evidence that supports first point of paper.

3. Paragraph with more evidence that supports first point of paper.

B. Paragraph (3 or more sentences) to introduce **Second Point** of paper.

1. Paragraph (3+sentences) with evidence that supports second point of paper.

2. Paragraph with more evidence that supports second point of paper.

3. Paragraph with more evidence that supports second point of paper.

C. Paragraph (3 or more sentences) to introduce **Third Point** of paper.

1. Paragraph (3+sentences) with evidence that supports third point of paper.
2. Paragraph with more evidence that supports third point of paper.
3. Paragraph with more evidence that supports third point of paper.

III. **CONCLUSION:** Must explain to the reader the significance and/or implications of the research.

E. Restate thesis and answer the question: "So what?"

F. Summarizes main points:

- a. Point One
- b. Point Two
- c. Point Three

G. Show how issue will affect us:

H. Final statement needed: Appeal to readers to take action.

\_\_\_\_\_ **English Teacher**                      **Date** \_\_\_\_\_

**or**

\_\_\_\_\_ **Writing Center**                      **Date** \_\_\_\_\_

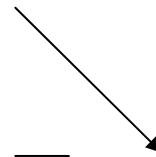
## ***Creating a Title Page***

15 single-spaced lines from top margin (1 inch)



YOUR CREATIVE TITLE GOES HERE

6 single-spaced lines from title



Student Name

Class, Period, Advisor, or Project

Date



Double  
spaced and  
centered

## **MLA Format**

The works cited entry contains all the information needed to order the source material from the publisher, if the reader should want to follow up on your work. Below is a list of separate works cited entries (and corresponding text notes\*), categorized by source type. This information can also be found in your BLHS planner.

1. Each works cited entry is followed by a model text note to show the correct text note formats for different source types. **Text notes normally appear in the body of the paper only.**
2. Use of electronic or print encyclopedias and Wikipedia may not be used for your persuasive research paper.
3. Works cited entries should be placed in alphabetical order.

### **Examples of Works Cited and Works Consulted**

#### **Books**

Anderson, Robert, et al., eds. The Elements of Literature, Fifth Course. Austin: Holt, 1989.

Model text note: (Anderson 56).

Porter, Katherine Anne. "The Grave." Elements of Literature, Fifth Course. Ed. Robert Anderson.

Austin: Holt, 1989. 601-604.

Model text note: (Porter 602).

Samson, Donald, and Helen Fried. Solstice. Denver: Mandala Publishing, 1990.

Model text note: (Samson and Fried 119).

Smith, Jackson. Time Bomb. New York: Harper and Row, 1980.

Model text note: (Smith 356).

#### **Articles: Magazine and Electronic Sources**

Lang, Michelle A. "A cluster of HIV risk among felony drug offenders." Criminal Justice and

Behavior Feb. 2001: 24+. ProQuest. Online. 13 Feb. 2001.

Model text note: (Lang).

"Rain Forest." Newsweek 11 July 1992: 1-7.

Model text note: ("Rain Forest" Newsweek 3).

"Rain Forest Looses Trees Daily." Time 14 September 2004: 4-8

Model text note: ("Rain Forest Looses" 5)

Thomas, Karen. "Going to the Extreme." USA Today 13 Aug. 2000: 1A-2A. Boca Raton: SIRS,

2002.

Model text note: (Thomas).

## Interviews

Jones, Karen. Personal interview. 11 Jan. 2006.

Model text note: (Jones).

## CD-ROMs and Other Portable Databases

"Engineering." WOIS: The Career Information System. Diskette. Olympia, WA: Washington State Occupation Information System, 1995.

Model text note: ("Engineering").

"Horseflies." Grolier's Electronic Encyclopedia. CD-ROM. Danbury: Grolier Electronic Publishing, Inc., 1993.

Model text note: ("Horseflies").

## Internet

Provide as much of the following information as you can locate:

- name of author or sponsoring organization (often listed at the end of the document)
- full title of the page or article in quotation marks
- title of the complete website, underlined (name of the homepage; you can probably find this by typing in just the part of the address that ends in .com, .edu, .gov, .org)
- date of the work or most recent update (also usually found at the end of the document)
- full internet address in angle brackets (only include the address needed to get to the page you are citing, not the route you took to get there)
- date of your search (when you were on line)
- **no more than two Internet sites may be cited in your paper**
- Internet text notes do not contain page numbers unless there are page numbers on screen

Some examples:

"Benefits of Gum." Wrigley. <[www.Wrigley.com/Wrigley/products/productsbenefits.asp](http://www.Wrigley.com/Wrigley/products/productsbenefits.asp)> .(3 June 2006).

Model text note: ("Benefits")

"Percussionist Jokes." Instrument Jokes. 26 Mar. 1999. [www.mit.edu/~jcb/jokes/](http://www.mit.edu/~jcb/jokes/). (13 Sept. 2005).

Model text note: ("Percussionist").

Tucker, Mary Evelyn, and Duncan Ryuken Williams, eds. "Buddhism and Ecology: the Interconnection of Dharma and Deeds." Center for the Study of World Religions-Harvard Divinity School. Dec.1997. [www.hds.harvard.edu/cswr/ecology/BUDD\\_VOL.htm](http://www.hds.harvard.edu/cswr/ecology/BUDD_VOL.htm). (13 Sept. 2005).

Model text note: (Tucker).

**Senior Rough Draft Process**

**Minimum of 3 Drafts (Teacher, Advisor, Writing Center)**

**Draft One  
Strengths**

- Intro
- Topic Sentences
- Transition Sentences
- Details
- Commentary
- Conclusion
- Works Cited
- Text Notes
- Formatting
- Conventions

**Draft Two  
Strengths**

- Intro
- Topic Sentences
- Transition Sentences
- Details
- Commentary
- Conclusion
- Works Cited
- Text Notes
- Formatting
- Conventions

**Draft Three  
Strengths**

- Intro
- Topic Sentences
- Transition Sentences
- Details
- Commentary
- Conclusion
- Works Cited
- Text Notes
- Formatting
- Conventions

**Draft Four  
Strengths**

- Intro
- Topic Sentences
- Transition Sentences
- Details
- Commentary
- Conclusion
- Works Cited
- Text Notes
- Formatting
- Conventions

**Draft Five  
Strengths**

- Intro
- Topic Sentences
- Transition Sentences
- Details
- Commentary
- Conclusion
- Works Cited
- Text Notes
- Formatting
- Conventions

**Improvement  
Needed**

- Title Page
- Intro
- Attention Grabber
- State clear issue
- Thesis Statement
- Topic Sentences
- Transition Sentences
- Details
- Commentary
- Conclusion
- Summarize Points
- Restate Thesis
- Challenge Readers
- Works Cited
- Text Notes
- Conventions
- Grammar
- Formatting
- Eliminate "you"/"I"

**Improvement  
Needed**

- Title Page
- Intro
- Attention Grabber
- State clear issue
- Thesis Statement
- Topic Sentences
- Transition Sentences
- Details
- Commentary
- Conclusion
- Summarize Points
- Restate Thesis
- Challenge Readers
- Works Cited
- Text Notes
- Conventions
- Grammar
- Formatting
- Eliminate "you"/"I"

**Improvement  
Needed**

- Title Page
- Intro
- Attention Grabber
- State clear issue
- Thesis Statement
- Topic Sentences
- Transition Sentences
- Details
- Commentary
- Conclusion
- Summarize Points
- Restate Thesis
- Challenge Readers
- Works Cited
- Text Notes
- Conventions
- Grammar
- Formatting
- Eliminate "you"/"I"

**Improvement  
Needed**

- Title Page
- Intro
- Attention Grabber
- State clear issue
- Thesis Statement
- Topic Sentences
- Transition Sentences
- Details
- Commentary
- Conclusion
- Summarize Points
- Restate Thesis
- Challenge Readers
- Works Cited
- Text Notes
- Conventions
- Grammar
- Formatting
- Eliminate "you"/"I"

**Improvement  
Needed**

- Title Page
- Intro
- Attention Grabber
- State clear issue
- Thesis Statement
- Topic Sentences
- Transition Sentences
- Details
- Commentary
- Conclusion
- Summarize Points
- Restate Thesis
- Challenge Readers
- Works Cited
- Text Notes
- Conventions
- Grammar
- Formatting
- Eliminate "you"/"I"

Signature      Date

Signature      Date

Signature      Date

Signature      Date

Signature      Date

### ***Research Paper Rubric: Effective Communicator/Writing***

**“YES TEST”--MINIMUM REQUIREMENTS:** Before this paper is acceptable, all of the following components must be correctly completed. **Student should fill out top portion (THE “YES” TEST) before turning it in to advisor.**

STUDENT YES	ADVISOR YES	REQUIREMENT
<input type="checkbox"/>	<input type="checkbox"/>	<b>Title Page:</b> (MLA format)
<input type="checkbox"/>	<input type="checkbox"/>	<b>Thesis statement:</b> (in introduction and referenced in conclusion)
<input type="checkbox"/>	<input type="checkbox"/>	<b>Minimum paper length:</b> 5-8 full pages of text, typed, double spaced, 1” margins all around, 12 point font, (Arial)
<input type="checkbox"/>	<input type="checkbox"/>	<b>All researched information cited from a minimum of five sources,</b> minimum of two Internet and three print sources
<input type="checkbox"/>	<input type="checkbox"/>	<b>Minimum of ten source citations within the paper from a variety of reliable sources, more when necessary</b>
<input type="checkbox"/>	<input type="checkbox"/>	<b>Accurate Works Cited and Consulted</b> pages and text notes – see this manual or <b>MLA handbook</b>

**ALL OF THE FOLLOWING AREAS MUST BE PASSED TO RECEIVE A PASSING EVALUATION**

#### **ORGANIZATION**

		<u>MEETS STANDARD</u>	<u>REWRITE</u>
1.	Introduction/Conclusion <ul style="list-style-type: none"> <li>• clear thesis statement</li> <li>• relevant attention getter</li> <li>• conclusion relates to thesis by summarizing paper’s implications (“so what?”)</li> </ul>	_____	_____
2.	Body Organization <ul style="list-style-type: none"> <li>• logical support of thesis</li> <li>• transitions</li> <li>• topic sentences indicate paragraph content</li> </ul>	_____	_____

#### **INFORMATION**

3.	Purpose/Audience <ul style="list-style-type: none"> <li>• identifies and answers significant research questions</li> <li>• demonstrates skill level to a knowledgeable audience</li> </ul>	_____	_____
----	--	-------	-------

**INFORMATION**

	<u>MEETS STANDARD</u>	<u>REWRITE</u>
4. Quality and Quantity <ul style="list-style-type: none"> <li>• sufficient, correct, current</li> <li>• supports thesis throughout</li> </ul>	_____	_____
5. Documentation <ul style="list-style-type: none"> <li>• document all quoted or paraphrased/researched information with text notes</li> </ul>	_____	_____
6. Elaborates Thoughtfully/Voice <ul style="list-style-type: none"> <li>• analyzes and interprets information</li> <li>• effectively uses commentary, all research facts must be backed up with commentary <b>**extremely important**</b></li> <li>• demonstrates strong understanding of material</li> <li>• clear evidence of student voice; sounds genuine</li> <li>• smooth integration of paraphrased and quoted material</li> <li>• no more than 1/3 quotations</li> </ul>	_____	_____

**STYLE/FORMAT**

	<u>MEETS STANDARDS</u>	<u>REWRITE</u>
7. Language/Voice <ul style="list-style-type: none"> <li>• sophisticated vocabulary</li> <li>• precise and varied vocabulary</li> <li>• topic is made interesting</li> </ul>	_____	_____
8. Sentence Structure <ul style="list-style-type: none"> <li>• clear</li> <li>• correct and varied</li> </ul>	_____	_____
9. Mechanics <ul style="list-style-type: none"> <li>• spelling/punctuation/capitals</li> <li>• usage/grammar</li> </ul>	_____	_____
10. Consistent Format <ul style="list-style-type: none"> <li>• follows MLA format</li> </ul>	_____	_____

**Comments:**

# **Project and Mentor**

Project Selection  
Choosing your Mentor  
Job Shadow  
Mentor Credential Letter  
How to Write a Journal Entry  
Mentor Verification Forms

## Choosing a Project

*How to pick something that's fun, interesting, and worthwhile!*

Culminating Project is about choosing with your heart and mind! This is a chance to choose what interests you and to put together a Culminating Project. Sometimes though, making that decision is a little bit easier said than done. Culminating Projects come in all kinds of formats, so whatever you choose to do, **remember to meet the basic requirements:**

- Does the research enhance the project - is there a **clear connection** between the research topic and the physical or experiential project you want to do?
- Does the project require a learning stretch\* - is this something that goes beyond what you already know how to do? Will it take you out of your comfort zone? Take a risk! Expand yourself!
- Does the project look like it will reasonably fit the minimum required time frame of 15 hours during 2<sup>nd</sup> semester?
- Is the project something you will do **OUTSIDE** of your regular class or co-curricular requirements? (i.e., a current DECA or FFA project will not fulfill Culminating Project requirements, unless it extends **substantially** beyond the parameters of that project)
- Creating and/or Designing Web pages or Web sites **will not** be accepted as a project or part of a project.
- Will the project involve tangible evidence of your work through either a performance or a product?
- Is the project something that requires attendance in a class? (**Mandatory** for all computer programming and computer building projects outside of the regular school day)

You will want to make sure your project fits into one of the following categories:

### 1. **Physical Projects:**

A project that is created—something that can be seen and touched when you are finished. For example:

- Design the layout for a book such as this Culminating Project book.
- Make a quilt
- Restore a piece of furniture
- Build a model house
- Write and illustrate a children's book

### 2. **Performance Projects:**

A project that requires the student to do something like acting, singing, teaching, coaching, or directing. For example:

- Direct a play
- Coach a sport
- Learn an instrument

### 3. **Experiential:**

Job Shadowing\*/Volunteer/Learning Projects: All experiential projects need physical documentation that communicates the skills, attitudes and knowledge gained through the experience. Documentation could take the form of the following:

- Brochure
- Annotated Poster
- Video
- Annotated Scrapbook

### 4. **Science/Experimental projects:**

- Current Science Fair or class projects will not fulfill the Culminating project requirements unless it extends **substantially** beyond the parameters of that project
- A Science Fair Project can be accepted as Culminating Projects, see Mr. Turner for details

---

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

\* *Job shadows will include completion of the Job Shadow packet obtainable in the Career Center in addition to the reflective journal.*

## ***Job Shadow Requirements & Purpose***

**(If you are undertaking a job shadow, please read carefully!)**

The following material is adapted from NWREL “Connections: Linking Work and Learning.” *The purpose of a job shadow is to fulfill some of the following objectives:*

- Begin to identify career interests
- Observe and reflect upon the daily routine of workers
- Learn about academic, technical, and personal skills required by particular jobs
- Practice communication skills by interacting with workers
- Understand and apply the connections between school, work and your future goals
- Realize that different workplaces are characterized by different work cultures and working environments

This is a wonderful opportunity for you to do something that can help you chart your life's course. We encourage you to get as much knowledge or information as possible. Please coordinate carefully with your Culminating Project advisor and/or the career center.

**If you choose to complete a job shadow, you must also complete the “Job Shadow Packet” which can be picked up in the CIC.** You will include the packet with your final portfolio.

## **Choosing Your Mentor**

**What is a project mentor?** A mentor is “a wise and trusted counselor or guide.” Your mentor will be your most valuable resource. He/she must be a practicing professional or someone well versed---**a minimum of two years experience in the field.** She/he will provide you with the advice and feedback necessary for you to complete your project successfully. The quality of your project will be directly affected by the choice of your mentor. **Your mentor will be contacted by your advisor or another teacher at Bonney Lake High School.**

### **What is the role of the mentor?**

- Provides expertise in the project area.
- Gives you advice.
- Is supportive of your efforts.
- Gives you feedback for learning growth.
- Evaluates your 15-hour project.
- Must be willing to complete your verification forms and contact advisor to confirm participation/involvement.

### **Before you choose a mentor:**

- Clearly define your project.
- Be clear and specific about what you expect from your mentor, including the time commitment required from the mentor.
- Be able to show how entering into a mentorship will benefit the mentor.

### **How do I choose a mentor?**

- Brainstorm for possible experts within your chosen field of interest.
- Talk with parents, friends, and teachers for possibilities.
- Look for someone who has the expertise and an interest in mentoring you through your project.

### **Who is NOT a mentor?**

- A fellow student, at this or any other high school.
- A recent graduate – within five years.
- A parent or close family member (one of the purposes of a mentorship is to connect you to the larger community).
- A teacher at BLHS

### **What you must know about your mentor:**

- Name
- Age (must be at least 23)
- Place of employment/Job title
- Years of experience in project area
- E-mail address
- Mailing address
- Work phone and/or home phone
- Your reasons for selecting this mentor
- Must be willing to call your Culminating Project Advisor to commit to being your mentor

### **Mentor Meeting Forms due to your project advisor:**

<b>Mentor Meeting #1</b> .....	
<b>Mentor Meeting #2</b> .....	
<b>Mentor Meeting #3</b> .....	

## ***Contacting a Mentor***

Most professional people are interested in helping students and will be supportive in assisting you in completing a Culminating Project. As you think about what you are going to say, remember that you need to be considerate and to the point, because professional business people are accustomed to dealing with other professional people who have busy schedules.

### **Be clear in your own mind about what your expectation is from your mentor:**

- Advice as you work through your project. They do not have to spend all of the project hours with you.
- Evaluation of your progress.
- Arrange three brief meetings, prior to when mentor verification forms are due

### **Initial contact:**

Hello, my name is John Smith. I'm a senior at Bonney Lake High School working on a graduation requirement called Culminating Project. Is it possible for me to speak with Henry Jones?

### **Explanation of project:**

I'm a senior at Bonney Lake High School working on a graduation requirement called Culminating Project. One of the requirements of this project is that we contact a local community member who might be able to give us guidance and expertise in our chosen area. I have designed a project in the area of \_\_\_\_\_ and would like very much to schedule a time when I might speak with you for about 15 minutes about my project.

### **If your proposed mentor is interested:**

Set a date and time for your initial meeting and thank him/her for the time. Provide them with your Culminating Project Advisor Contact letter and ask them to confirm their role by calling your advisor as soon as possible.

### **If your proposed mentor is not interested:**

Ask if s/he knows of another expert in the field you might contact. Regardless of the response, thank him/her for the time.

## ***Mentor Credentials Letter***

### **Due February 13, 2008**

**In this requirement, you will demonstrate the skill of writing a business letter with correct format and conventions, such as you might use in the future when applying for a job.** You will word process this letter and turn it in without errors to your Culminating Project advisor. Later you will include this letter in your finished portfolio. Try to keep your letter to one page. See the example on the next page. The letter must be written as follows:

Introduction: Describe the exact relationship of your research to your project.

Project: Describe your project specifically, predicting cost, time, resources, support needed, and potential roadblocks.

Impact: How do you anticipate the project experience will impact you, the community, or the people with whom you are working?

Mentor: Describe your mentor by addressing the following specific details:

- Name
- Age (must be at least 23)
- Place of employment/Job title
- Years of experience in project area
- E-mail address
- Mailing address
- Work phone and/or home phone
- If or how you are related to this mentor
- Your reasons for selecting this mentor
- The mentor's willingness to contact your BLHS advisor

Conclusion: Close with a sentence about the importance of effective time management for successful project completion and copy the following two sentences into your letter: **"I recognize that I am responsible for meeting deadlines and that my failure to do so will impair my ability to receive timely feedback from my advisor. By missing deadlines, I may forfeit the privilege of participating in June commencement ceremonies with the rest of my class."**

Sign your letter in black ink.

A sample letter follows.

## **Sample Mentor Credentials Letter**

(Remember your letter sounds like you, not like the model)

January 23, 2006

↩ 2 Lines

Jill Zimmerman  
12438 E. Cedar Lane  
Bonney Lake, WA 98392

↩ 4 Lines

Mrs. Karen Jones (Your advisor's name)  
Bonney Lake High School  
10920 199<sup>th</sup> Avenue Court East  
Bonney Lake, WA 98391

Dear Mrs. Jones:

My research process has gotten me really angry. I found out that the automotive industry and the petroleum corporations spend tens of millions of dollars to lobby Congress to keep auto emissions standards low and to buy up and suppress new clean fuel, high mileage technology patents. I am now more intent than ever on building a working model of a fuel cell. As you know, a good portion of my research paper was written on this topic.

During my research, I downloaded several different schematics of fuel cells that power light bulbs, small appliances, or toy cars. I have also located an industrial metals shop where I can buy the parts that I need. I have priced out my parts cost at around \$ 50.00 and plan on making a visit to Goodwill to find a toy or appliance to power. My biggest potential roadblock is the traffic getting up to Seattle, where my mentor is going to help me out in his office and lab.

This project is really impacting me. Before, I wasn't sure what I wanted to do after graduation. Now, I'm thinking about a career in alternative energy. I think that successfully completing this project will be good preparation for college (which, before this process, I wasn't even going to attend!). I hope that my work with Mr. Kevin Chandler will help to create bridges between high school students and working scientists so that there may be more opportunities like mine in the future.

After hours of phone calling and emailing, I was nearly ready to give up before I finally landed a great mentor with the following qualifications:

	Name:	Mr. Kevin Chandler
	Job title:	Director, Transportation and Infrastructure Projects
	Age:	42
Years of project-related experience:		17
	Address:	Battelle Seattle Research Center 4500 Sand Point Way Ne, Suite 100 Seattle, WA 98105-3949
	-mail address:	kchandler@battelle.org

I selected this mentor because he was the only one who agreed to help me and he is working on a hydrogen powered car project funded by a government grant, so he is an expert in the field. I have given Mr. Chandler your email address and phone number, and he should be contacting you if he hasn't done so already.

I recognize that I must make good use of my time and have recorded all due dates in my Panther Planner. I have set weekly goals so that I should finish my project right on schedule. "I recognize that I am responsible for meeting deadlines and that my failure to do so will impair my ability to receive timely feedback from my advisor. By missing deadlines I may forfeit the privilege of participating in June commencement ceremonies with the rest of my class" (Culminating Project Manual).

Sincerely,

↩ 4 Lines

Jill Zimmerman

## ***Reflective Journal Criteria***

This document will track your progress on your project and demonstrate your skills as a **critical thinker**. It will look a little like a diary, showing the date of each time you work on your project, the hours you spent, and your thoughts as you work. Each of your entries should show some of the following thoughts and feelings. You do not need to answer every question every day, but use these questions as prompts to show your intellectual and emotional growth as you do your project.

### **Ask yourself---**

- **Before** beginning a work session: How do I feel as I approach this day's activity? What are my questions, resources of time, people, or money? What do I hope to accomplish this session?
- **During** a work session: How do I think this day's activity relates to the project as a whole? What stage of the activity am I working on? Am I making the amount of progress that I had planned on? Why or why not? How am I rewarding myself for my work? How am I solving problems that arise?
- **After** a work session: How successful has my task analysis been? Am I prioritizing tasks appropriately? How well am I meeting my deadlines and stated goals? Who are the different people I am using to give me feedback on my project? What am I proud of? What aspects I have shared with others? What documentation am I saving to put in my portfolio? What experiences will I put in my speech? What is powerful about today's activity that I want to share publicly? Which aspects of today's learning made me stretch? To what other areas of my life can I apply this learning?

### **Journal Requirements:**

- You must write one page (font size 12, Arial, double spaced) per hour of work with a total of 15 pages or more.
- On each separate journal entry you must include the proper heading:

Date: \_\_\_\_\_ Total time on project: \_\_\_\_\_

Start time: \_\_\_\_\_

Stop time: \_\_\_\_\_

Time this session: \_\_\_\_\_

**See example on next page.**

## ***Reflective Journal Sample***

Date: April 7, 2007

Total time of project to date: 12 hours

Start time: 7:00 PM

Stop time: 8:00 PM

Time this session: 1 hour

This evening I was able to spend some time outside with my digital camera and practicing many of the skills and techniques I have been learning in my Wednesday night class at Pierce College. I decided to shoot in the evening because Ms. Smith said the light at that time is very soft, making it easy to determine exposure and avoid producing photos with highlights, too much contrast or harsh colors. At the time I was shooting, there were several small birds playing in our bird garden, staying low to the ground and moving very slowly. I was able to get within several feet of them. Switching out my wide-angle lens for my 70-300mm telephoto, I found a comfortable yet stable position, adjusted my exposure and white balance settings, and began to shoot full frame shots of the birds at play. After capturing a few shots, I sat back and watched, waiting to see if the birds would do anything interesting. Within a few minutes, one bird hopped away from the group, then flew off, only to return in a few short moments and enter a small birdhouse on a tree in the garden. I changed positions so that I was closer to the birdhouse, zoomed and focused on the birdhouse so it filled most of the frame, and waited. My patience was rewarded, and after five minutes the bird poked his head out of the birdhouse, a piece of straw in its beak. I was able to capture several shots of the bird before it ducked back inside.

The hour I spent outside flew by. It was a stretch to figure out ways to artistically compose my shots to make them visually appealing, but I think I did well and I can't wait to bring my pictures to class on Wednesday to show Ms. Smith so that she can critique them.

**Mentor Verification #1**  
**Due: March 26, 2008**

Student Name (please print): \_\_\_\_\_

15-Hour Project: \_\_\_\_\_

To Culminating Project Mentors:

Thank you for volunteering your time to serve as a mentor for the Bonney Lake High School Culminating Project. We appreciate the time and effort that you will spend with this senior as he/she works toward completion of this graduation requirement.

Since students select their own projects, it is their responsibility to explain their project to you, to explain what they need from you (including the anticipated time commitment from you), and how you will also benefit from this experience.

The student must commit a minimum of fifteen hours to the project. Since the time this student will spend on his/her project will be out of class, verification of the student's efforts is necessary. We ask that you sign this form in the appropriate section at three different stages of the student's progress on the project. The student will bring the form to you and then return it to his/her Advisor.

**Initial Meeting**

**At our first meeting, the student:**

- Arrived punctually ..... **yes/no**
- Behaved in a polite manner ..... **yes/no**
- Described the project proposal ..... **yes/no**
- Responded to my suggestions ..... **yes/no**
- Seemed positive and committed ..... **yes/no**

We value your comments. They are essential to our evaluation of the project. Thank you.

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

Mentor Signature: \_\_\_\_\_ Mentor Phone: \_\_\_\_\_

Home Address: \_\_\_\_\_

Email address: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Mentor Verification #2**

**Due: April 15, 2008**

**Progress Check**

**Deadline:** \_\_\_\_\_

**At this point, the student:**

Shows responsibility by meeting deadlines and keeping appointments.....yes/no

Shows commitment to project by working steadily.....yes/no

Sets and meets goals.....yes/no

Is courteous.....yes/no

Is on target for completion.....yes/no

Is a person I would hire .....yes/no

**Comments, please:**

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

Mentor Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# **Culminating Project Portfolio**

Portfolio Preparation

## ***Assembling Your Culminating Senior Project Portfolio***

Most members of your Board will first become acquainted with you only through what they see in your portfolio. This body of work is what the judges will review prior to your presentation. What you compile is testimony to the work that you have accomplished during this semester and in the past four years. It is very important that you prepare all documents carefully and thoroughly.

Be sure that you complete all the required forms accurately and neatly. Remember those all-important FIRST IMPRESSIONS. Be sure to also add unique touches.

After over 4 years of hard work on your project, it is now time to assemble your portfolio to show others all that you have accomplished. This is your chance to shine! Be proud of this final product!

It is very important that you prepare all documents carefully and thoroughly.

### **Here is what you will need to assemble your portfolio:**

1. 1 ½ to 2 inch three ring binder with clear cover on front to place your portfolio-cover sheet in.
2. Sumner School District Culminating Project Tabs (Tab 1: Senior Project, Tab 2: Educational Plan, Tab 3: Growth Over Time, Tab 4: Citizenship) will be placed in your binder to help you organize the different parts of your project.
3. Sheet protectors on each page will **not** be accepted.
4. Dividers in between each section of your senior project are acceptable, but not required

## ***Culminating Portfolio Tabs and Assembly***

### **Required: Forward**

- Capstone Letter

### **Required: Senior Project (Tab 1) items in this order:**

- Sanctioning form provided by advisor
- Portfolio Cover Sheet
- Performance appraisal form, in manual page 63(to be filled out by your advisor upon receipt.)
- Portfolio Check off Sheet, with signature lines
- Optional student generated Table of Contents
- Research proposal letter
- Title page, persuasive research paper, and works cited page
- Original proposal form (your copy is pink)
- Mentor Credential letter

- Reflective Journals (Final copy. You should have the equivalent of 1 page double spaced for every hour you worked on your project. Use a heading on each journal that tells the date, start and stop time, session time and total time.)
- Mentor verification forms #1, 2 and 3 all signed by mentor
- Parent consent forms (all signed)
- Copy of thank you note to mentor
- Research Envelope with Rough drafts, thesis and outline sheets, and research tucked into back of portfolio.

**Other items which may be appropriate to your project under Tab 1:**

- Pictures (**These pictures will remain in the portfolio and cannot be used for your presentation.** Be sure that you have permission to use these pictures.)
- Certificates of completion (If applicable)

TABS 2, 3 AND 4 WILL BE DISCUSSED FURTHER IN ADVOCACY CLASSES. IN ORDER FOR SENIORS TO ASSEMBLE THIS PART OF THEIR CULMINATING PORTFOLIO THEY MUST ATTEND ADVOCACY CLASS AS SCHEDULED.

**Required: Educational Plan (Tab 2) in this order:**

- Reflective letter (transition plan): "Where am I going and why?"
- Cover letter
- Resume
- List of references
- Letters of Recommendation

**Required: Growth Over Time (Tab 3) in this order:**

- Reflective letter: "How have I grown...."
- Growth-over-time evidence, samples of class work of the student's choice

**Required: Citizenship (Tab 4) in this order:**

- Reflective letter: "In order to prepare myself for the responsibilities of citizenship...."
- Other appropriate student-selected documents

**Additional information to be aware of:**

1. In order to have your Culminating Project Portfolio **Sanctioned** (approved) by your advisor, you must give him/her ample time to check your portfolio (turn in rough draft, including the research paper), which would then allow you time to make corrections before the May 8<sup>th</sup> deadline to Senior Project Coordinator.
2. Once your advisor Sanctions (approves) and submits your portfolio; and it has been approved for May Boards, you will not be able to add anything else to it. Make sure that it is complete!
3. If you are striving for “Honors”, please be sure to note that on your Performance Appraisal Form. You must score Professional in all areas to be considered for Honors.
4. If you do not meet the May 2<sup>nd</sup> deadline for the portfolio to your advisor for sanctioning, you may still turn in your portfolio to the Library by 3:00 P.M. on May 8<sup>th</sup>. Your portfolio will be considered “**Unsanctioned**” and will then be reviewed by two staff members.

After the staff review you will be notified that either:

1. Your portfolio is complete and you have qualified for May boards as an “Unsanctioned” project.
- OR
2. Your portfolio is not ready for May boards and you will be placed on June boards. You will not walk at Graduation with the rest of your senior class.
  5. Failure to submit a portfolio on May 8<sup>th</sup> will result in the loss of your privileges to walk at Graduation. You will be placed on June Boards.

**What does it mean for you for your project to be Sanctioned or Unsanctioned?**

A sanctioned project is one that has had several drafts proofread by your advisor and that has been completed to the best of your ability. When your advisor sanctions your project, he/she is saying that your project needs no further revisions and that you, in their opinion, have successfully fulfilled all requirements of the Senior Project. As your project is being judged, your board will know that you have met deadlines along the way and that your advisor feels you have completed your senior project.

Students with unsanctioned projects that go to boards will often receive a provisional pass and be required to complete and/or correct assigned parts of the project in order to pass.

## Senior Project Portfolio Check Sheet

- **Performance Appraisal Form**, page 63 in manual
- **Portfolio Check Off Sheet**, with signatures
- **Table of Contents** (optional)
- **Research Proposal Letter**
- **Title Page, Persuasive Research Paper, and Works Cited Page**
- **Original Proposal Form** (pink)
- **Mentor Credential Letter**
- **Reflective Journals** (Final copy)
- **Mentor Verification Forms #1, #2 and #3**, all signed by mentor
- **Parent Consent Forms** (all signed)
- **Copy of Thank You Note**, to mentor
- **Research Envelope**, with rough drafts and research tucked into back of portfolio.

### **Other items which may be appropriate to your project:**

- **Pictures**
- **Certificates** of completion

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

Parent Signature: \_\_\_\_\_


Advisor Signature: \_\_\_\_\_

## **Portfolio Cover Sheet placed on the Wall of Knowledge**

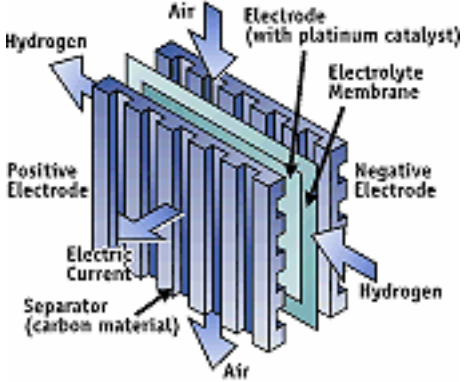
**Due: February 22, 2008**

**This requirement will demonstrate your technological capabilities while advertising your project.** It will become the cover page of your Tab 1, Senior Project section, when you turn it in to your advisor. It will be 8.5 by 11", printed off a computer, with text and graphic. It must list the research topic, thesis statement, a description of project, and your name, accompanied by an appropriate graphic. Describe the project with active verbs and vivid adjectives. **You will need to make two copies**, one to be displayed on the Wall of Knowledge and one for your portfolio.

Sample #1:

Topic	<b>BRAZILIAN SOCCER TRAINING METHODS</b>
Thesis	By David Beckham  Brazilian training methods produce the best soccer players in the world.
Picture	
Description of Project	Plan and Execute a Soccer Clinic for Children using Brazilian Training Methods

Sample #2:

<b>Automobile Fuel Efficiency</b>
By Jill Zimmerman
The automotive industry, in cooperation with petroleum corporations, has suppressed new technology and lobbied against higher standards for cleaner, alternatively fueled cars.

Build A Working Fuel Cell From Scratch

## ***Capstone Letter: Pre-Writing Questions*** ***To be placed in the Forward of your portfolio***

**Capstone** (n): something considered to be the highest achievement or most important action in a series of actions.

**Capstone Letter** (n): the first document your Board members will read, the piece of paper that will shape their impression of you before they ever see or hear you.

The capstone letter is your opportunity to reflect on your high school learning experiences. Since your project experience represents the culmination of 12 years of skill building, it is truly the most important action in the series of actions you have taken towards becoming a competent adult—toward being an informed citizen, a community contributor, a collaborative worker, an effective communicator, a quality producer, a critical thinker, and most importantly, a self-directed learner. Your letter needs to be at least one page in length.

As you prepare to write your capstone letter, use the format below and think about how this year's research and project experiences helped you grow in each of the following District Learner Outcome areas:

- Self-Directed Learner
- Quality Producer
- Informed Citizen
- Community Contributor
- Collaborative Worker
- Effective Communicator
- Critical Thinker

<u>Introduction</u>	The Bonney Lake High School Culminating Project helped me grow as a/an _____ by / because . . .
<u>Learner Outcome 1</u>	(identified in the topic sentence): May explain learning stretch
<u>Learner Outcome 2</u>	(identified in the topic sentence): May discuss the challenges, surprises, progress, and growth during Senior Project experience
<u>Learner Outcome 3</u>	(identified in the topic sentence): May explain what you most want the judges to know about you when they are judging your project.
<u>Conclusion</u>	Consider addressing both your strengths and your need for further learning in these areas. Reviewing your Reflective Journals will also help with this process.

# **Senior Board Presentation**

**Speech  
Summative Evaluations**

## ***Speech Organization—Senior Board Presentation***

**DIRECTIONS:** A suggested format of organizing your presentation is to complete the following outline blanks which will utilize your learning log, your self-evaluation and any other pertinent information. Then, practice, practice, practice and you'll be ready to complete your quest for your certificate of mastery—your diploma. Be sure to review the Effective Communicator Rubric at the end of your manual and complete your speech practice verification forms. Remember your speech is a minimum of **eight** minutes, a maximum of **ten** minutes.

- I. **INTRODUCTION:** Check to see that you have a point, thesis statement, and a “hook” -- some interesting, relevant attention-grabber to “catch” your audience’s attention. Be sure to include your name at some point.
  
- II. **BODY:** List and explain the 3-4 points you want to make, and be sure to **describe your learning stretch\*** at one or more of these points.
  - A. **1st Point:** What interested you in the first place
    1. Example/Detail
    2. Example/Detail
  
  - B. **2nd Point:** What you learned from paper/research (Attitudes, Skills, Knowledge)
    1. Example/Detail
    2. Example/Detail
  
  - C. **3rd Point:** What you learned from the project phase (Attitudes, Skills, Knowledge)
    1. Example/Detail
    2. Example/Detail
  
  - D. **4th Point:** What you learned about yourself from doing your project(Attitudes, Skills, Knowledge)
    1. Explanation:
    2. Explanation:
    3. Explanation:
  
  - E. **5th Point:** Possible options
    1. What you plan to do in the future
    2. How the Culminating Project experience has affected you
  
- III. **CONCLUSION:** End with a connection to your introduction and/or a possible extension -- implications of your learning.

**Success Strategy:** After completing outline, transfer to note cards w/key words in large font.

---

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

## **Speech Practice Form**

**(8-10 minutes)** To be turned in at Boards

Name (please print): \_\_\_\_\_

Using the Effective Communicator Speech Rubric, have a friend, advisor, teacher or family member listen to your entire Culminating Project Presentation and then complete the form below. Make sure each listener times your speech and addresses helpful comments in the appropriate area. You must practice the entire speech at least two separate times -- More is better!

### **Practice #1**

#### **Speech Preparation**

- purpose/audience
- organization: introduction, body, conclusion
- concrete detail
- commentary

#### **Comments**

---



---



---



---

#### **Speaking**

- vocal variety: volume, pace, expression
- enunciation
- body language
- eye contact

---



---



---



---

#### **Speech Length** \_\_\_\_\_

8-10 minutes

Listener's signature: \_\_\_\_\_

### **Practice #2**

#### **Speech Preparation**

- purpose/audience
- organization: introduction, body, conclusion
- concrete detail
- commentary

#### **Comments**

---



---



---



---

#### **Speaking**

- vocal variety: volume, pace, expression
- enunciation
- body language
- eye contact

---



---



---



---

#### **Speech Length** \_\_\_\_\_

8-10 minutes

Listener's signature: \_\_\_\_\_







