

MAGNET DISTINCTION SENIOR PROJECT HANDBOOK



GREENVILLE SENIOR HIGH ACADEMY OF LAW, FINANCE, AND BUSINESS

1 Vardry Street
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Why do a Senior Project?

- *High Schools that Work* (a school reform initiative in which Greenville High School participates) believes a comprehensive, independent project should be an integral part of a student's senior year. It integrates knowledge, skills, and concepts from a student's program of study into one culminating project.
- A senior project:
 - requires the use of a mentor – an idea supported by the EEDA (Education and Economic Development Act) as well as successful business organizations and companies across the nation.
 - addresses many of the SCANS skills (Secretary of Labor's Commission on Achieving Necessary Skills) necessary for your workplace future.
 - involves learning to write for a variety of purposes.
 - portfolio could enhance your post-graduation opportunities in terms of competitive college admission, scholarships, and/or employment.
 - allows you to apply your knowledge and skills during self-directed learning.
 - can satisfy a student's personal interests and his/her general intellectual curiosity.
 - can allow the freedom to choose a project that benefits our community.

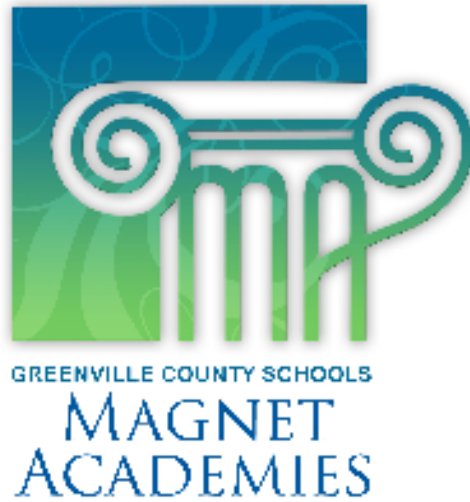
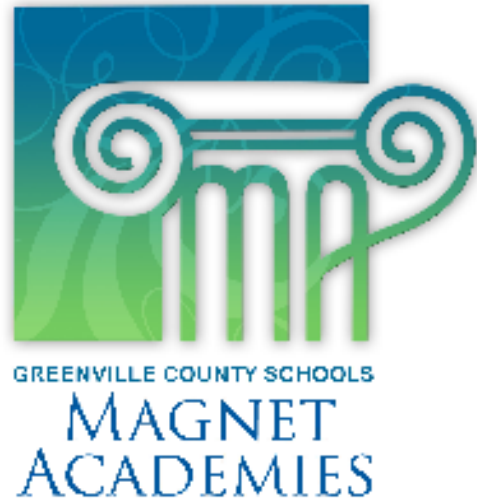


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PART I: PROJECT PRELIMINARIES

Greenville Senior High Academy of Law, Finance, and Business
Magnet Distinction Senior Project
Ethical Commitment

As a participant in the Greenville School Magnet Distinction Project, *I pledge* to adhere to the following as a demonstration of my *honor and integrity*:

1. I understand that **I am responsible** for meeting all deadlines and completing all requirements.
2. **I, and I alone**, will complete the research necessary to write the research paper component of my project.
3. I will not use a paper and/or information gathered by another student. I will not use a “canned” paper from the Internet, any other electronic source, or any other “pre-done” source, or get extensive help from my mentor, parent or guardian, or tutor.
4. I will not plagiarize my paper in whole or in part. The paper will be written *in my words* and consistent with my voice as the writer.
5. I will document my paper according to MLA (Modern Language Association) format as shown in the MLA style guide (online or hard copy).
6. **I, and I alone**, will complete all of the work necessary for the completion of the project which includes research and the portfolio.
7. I will collect accurate verifications on all for forms requiring signatures.
8. I will include only work that I have completed in my portfolio. I will not include any work of any type that belongs to another individual. My Portfolio will reflect my work effort and only my work effort that I have exerted in completion of this Senior Project.
9. ***I understand that if I commit plagiarism or falsify the project in any way, my Magnet Distinction Award may be in jeopardy. I also understand that I may face disciplinary consequences.***

Any act of plagiarism or academic thievery which includes submitting the work of another, either published or unpublished, or submitting work that is not your own creation, may disqualify you from receiving Magnet Distinction and will result in administrative disciplinary action. In addition, your parent/guardian and guidance counselor will be notified.

As an honorable student of integrity at Greenville High School, I agree to adhere to the above criteria in completing my Senior Project. I understand that if I fail to adhere to these standards, I will face the consequences outlined here and in the Greenville High School Student Handbook.

Student Name (printed) _____ Date _____

Student Signature _____

Parent Signature _____

(Submit one copy to Senior Project Coordinator. Retain one for your files.)

Greenville Senior High Academy of Law, Finance, and Business
Magnet Distinction Senior Project

Policy on Academic Integrity

Avoiding Plagiarism

The word plagiarism comes from the Latin *plagiarius* meaning kidnapper. It is “the false assumption of authorship; the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Gibaldi, 2003).

The line between our own ideas and those we get from other places is often fuzzy. High school and college teachers consider plagiarism the most serious academic offense, and ignorance is not an excuse. Both intentional and unintentional plagiarism violates your Academic Integrity (Ethical Commitment) and will result in severe consequences.

Common Knowledge

The rules about what constitutes common knowledge are often unclear. Many sources only consider facts to be common knowledge; other sources include common sayings and folklore in the body of common knowledge. Experts say if you can find the fact in three to five independent sources, the fact is considered common knowledge. It is best to take your audience into account—if the idea would not be common knowledge to your audience, be sure to cite your source. *When in doubt, cite your source.* If you have questions about common knowledge, ask the magnet coordinator, a Media Specialist, an English teacher, or your mentor if the fact relates to an area of specific knowledge.

Intentional vs. Unintentional Plagiarism

Intentional or blatant forms of plagiarism—such as copying a classmate’s paper, copying word-for-word from a source, or downloading a paper from the internet—are quite obvious and easy to avoid. Unintentional, or inadvertent, plagiarism is more difficult to recognize. This form of plagiarism can result from laziness, disorganization, sloppy note-taking, cutting and pasting from electronic sources, or not understanding citation formats.

The Internet

The same rules apply to websites and online information as apply to print sources. If you use ideas from a website, you must cite your source. Unless visual information is in the public domain, all images, graphs, charts, etc., must be cited.

In-text documentation

Use in-text documentation to cite a source whenever you use an original idea from one of your sources, including your mentor, whether you quote or paraphrase; summarize original ideas from one of your sources; use factual information that is not common knowledge; quote directly from a source; or use a date, fact or statistic that might be disputed. Likewise, all images, graphs, charts, tables and other visual information must be cited.

Paraphrasing

To be sure that you paraphrase correctly, read the passage until you are sure you have a clear understanding of its meaning. Cover or look away from the original text and research paper

(Lester 46). Write a note-card, note-sheet or some electronic note form in your own words based on your understanding of the original text. Remember to re-read the original text to make sure your paraphrase has not changed the original meaning.

Below are some examples of correct and incorrect paraphrasing from the Online Writing Lab at Purdue University:

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted material. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. *Writing Research Papers*. 2nd ed. (1976) 46-47

A legitimate paraphrase:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47)

An acceptable summary:

Students should take just a few notes in direct quotations from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

A plagiarized version:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material so it is important to limit the amount of source material copied while taking notes.

*Copyright ©1995-2008 by The Writing Lab & The OWL at Purdue University. All rights reserved.
<http://owl.english.purdue.edu/owl/resource/619/01/>*

Unauthorized Collaboration

Collaboration means working with or receiving assistance from someone (a classmate, friend, parent, tutor, etc.). It is perfectly acceptable to have someone proofread your paper. However, it is NOT acceptable to let that person provide whole sentences or passages, or write, or rewrite your paper in part or in total.

SENIOR PROJECT OVERVIEW— The Steps to Success

The ultimate purpose of a senior project is not the product, but the process a student goes through to get there.

Main Components:

Research Paper
Product*
Portfolio

*The product could be an original work of art (visual, dramatic, literary), an original science experiment, an invention or specially-designed object, the presentation of a developed business, management, or organizational plan for an entrepreneurial business or product, a special event, or a new student or community organization, a paid or unpaid internship or extended volunteer activity. Multi-disciplinary projects are encouraged and may be undertaken by teams of two.

Deadlines:

May 1 of Junior Year
Ethical Commitment Form
Project Topic Proposal Form
Mentor Consent Form
Parent Consent Form for Mentor

May 15 of Junior Year
Final Approval of Project

Work on project or complete field experience during summer between junior and senior years or during the fall of your senior year.

End of 1st Semester of Senior Year
Completed Project Portfolio Due with all required components

Grading:

Projects will be given a Pass or Fail grade. A failing grade will be received if items are missing from the Portfolio or Product is not completed. Your mentor and a magnet focus instructor will review your portfolio. In case of conflicting grades the Magnet coordinator will review portfolio and issue final grade.

Rationale for the Senior Project

You are offered the opportunity to practice these real-world skills:

1. Reading
2. Listening
3. Organizing
4. Managing time
5. Writing
6. Researching
7. Speaking
8. Analyzing
9. Evaluating
10. Prioritizing
11. Presenting
12. Creating
13. Using professional etiquette
14. Using technology
15. Using interpersonal skills
16. Thinking critically
17. Solving problems
18. Working collaboratively
19. Hypothesizing
20. Synthesizing information

These skills reflect SC State Standards, SCANS Competencies, Intel Skills and the Greenville High School Mission.

Checklist for Senior Project Proposal

Rationale:

- Contains the general area of interest
- Explains prior knowledge, if any, in this area
- Explains why the topic was chosen

Detailed description of my product:

- What is it?
- Who is involved?
- How long will it take?
- What resources will be involved?

Learning Stretch:

- Why will this project be challenging for me?
- What skills will I acquire as I strive to achieve its completion?
- Why do I want to accomplish this?

- What is my Essential Question?

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

Senior Project Proposal for Magnet Distinction

(*keep a copy for your portfolio)

Name: _____

The topic I have chosen for my Senior Project is _____

My mentor is _____

Rationale for topic selection:

Detailed description of my product:

Explanation of how this research topic and product will be a **learning stretch** (*the art of making great demands upon one's abilities while gaining knowledge, comprehension, or mastery through experience or study*) for me?

What is the **Essential Question** for your project?

Senior Project Review of Project Proposal

Student: _____ Date: _____

After careful consideration of your Senior Project Proposal and the guidelines governing the senior project process at Greenville High, the following decision regarding your proposal has been made:

_____ ***Accepted*** as is

_____ ***Accepted*** with one or more of the following modifications:

- Not an issue
- Issue too broad or vague
- Weak product
- Product considered dangerous (re-design)
- Product description unclear (re-write)
- Product does not relate to issue (re-design)

Please resubmit proposal.

Comments:

_____ ***Rejected*** as specified:

- No apparent “learning stretch”
- Closely resembles another project
- Creativity is lacking

Please resubmit proposal.

Comments:

CONTACTING YOUR MENTOR

GETTING READY

1. Find a quiet place to call. There should be no interruptions. There should be no loud music or noise in the background.
2. Have your paper and pencil ready. Have your script and any other materials you need in front of you.
3. You may be nervous, but try to sound friendly and cheerful. Most people are pleased and willing to share an area of interest or a talent.
4. Introduce yourself and explain the reason for your call.
5. Talk slowly, loudly and clearly. Don't chew gum or eat food while you are talking.
6. Be patient and polite. If the person you are calling is busy, ask when you can call back.
7. If a secretary answers, ask for the person you really want to address.
8. ***Always thank people for sharing their time with you!***

NOTE: Personal contact the first time is expected. You can communicate by email during the project process.

WHAT YOU NEED TO DO

- Identify yourself and tell them you are a student at Greenville High School.
- Explain the reason for your call.
- Ask to speak to the person you wish to be your mentor.
- If that person is unavailable, ask when he/she will be available.
- Explain what you would like him/her to do for you.
- If he/she agrees to be your mentor, set up a time for your first meeting.
- If he/she cannot be your mentor, ask if he/she can recommend someone else in the same field.
- ***Thank the person for their time.***

SAMPLE SCRIPT:

Hello, my name is _____ and I am a student at Greenville High School. I am involved in a Senior Project that includes developing a product that is related to my topic or completing a work related experience in my focus area. My topic is _____ or my focus area is _____ and I would like to _____. I have been asked to find someone in the community who is willing to assist me in completing the product or will offer me a field experience in my focus area. I have been told or say I know you share a similar interest. Would you be willing to assist me with this project? (Pause and wait for a response. Tell the person what is involved in being a mentor. If he/she agrees, set up a time to meet. If he/she cannot assist you, thank him/her and ask if he/she knows of another person who might help.) Thank you for taking time to taking time to talk with me today. I look forward to working with you.

Be sure to dress appropriately (professionally) and be on time the first time you meet your mentor in person. First impressions only occur once!

MENTOR CONSENT FORM

Mentor,

The Senior Project is an integral component of the requirements for obtaining a Magnet Distinction Award at Greenville High School. The Magnet Distinction Award consists of a portfolio which must include a research paper, best works for focus area classes and a focus area product*.

A successful Senior Project involves parental/guardian and school support along with student initiative and self-discipline. As a community member/teacher you are being asked to serve as a mentor for one of our students for the product portion of his/her Senior Project. As a mentor you would be expected to:

1. Be a community member, teacher, or businessperson –**NOT parents or siblings and at least 21 years old.**
2. Have expertise in the area of the student's product.
3. Help with the tangible product:
 - Give an interview in person.
 - Assist with sources of information.
 - Act as an instructor for the product (if needed).
4. Offer support and encouragement to the student.
5. Complete the Student Evaluation Form.
6. Review the Portfolio.

If you have any questions, please contact Pam Player, Senior Project Coordinator, at Greenville High. He/she can be reached by phone, 355-5518, or email, pplayer@greenville.k12.sc.us

I understand my role as mentor and agree to serve as mentor for:

Student name: _____ Phone _____

Topic/Issue: _____

Proposed product: _____

Mentor's name and title: _____

Business address: _____

City, State, Zip _____

Phone _____ Fax _____ Email _____

Mentor Signature _____

PARENT CONSENT FORM FOR MENTOR

As the parent/guardian of _____, who is a student enrolled at Greenville High School, I am aware that my son/daughter will be involved with the Magnet Distinction Senior Project. I am also aware that the Senior Project consists of a portfolio which includes the students best works in focus area classes, a research paper and a focus product*. I know that my son/daughter is responsible for finding a community person or teacher to serve as a mentor for the product portion of his/her senior project.

The mentor (NOT a parent or sibling and at least 21 years old) chosen by my son/daughter is

_____.

- I realize that the completed portfolio is due by the end of first semester of the student's senior year.
- I realize there may be some cost involved in producing a tangible product or traveling for a field experience.
- I realize that my student must meet with his/her mentor from the beginning to completion of the senior project.
- I give my approval of the above named mentor.

Parent/Guardian Name Printed: _____

Address: _____

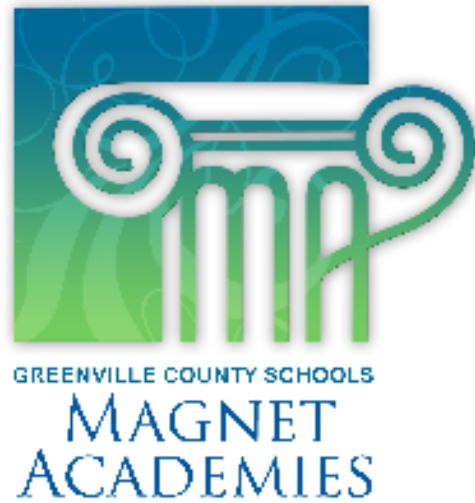
City, State, Zip: _____

Phone: _____ Cell: _____

Email: _____

Parent/Guardian Signature

Date



PART II: THE PAPER

This portion of the portfolio will be completed in Research Class

RESEARCH PAPER OVERVIEW

I. FORMAT REQUIREMENTS

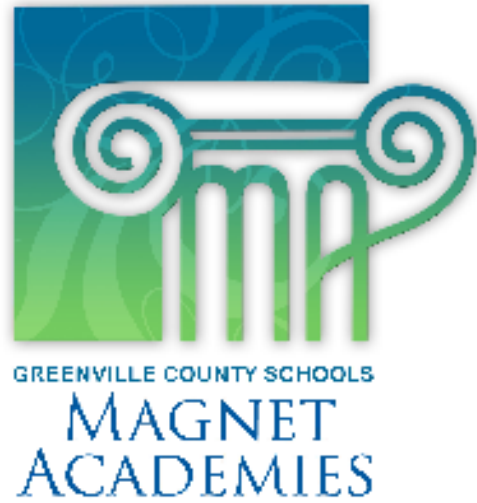
1. 6 – 10 pages of text
2. 12 point font (Arial or Times New Roman)
3. Double-spaced
4. 1” margins
5. Graphics (pictures, graphs, tables) referenced and placed at end of paper
6. MLA or APA format (depending on the content involved)
(<http://owl.english.purdue.edu/> or <http://www.noodletools.com/login.php> can help)
7. Proof of paper draft by an adult

II. DOCUMENTATION REQUIREMENTS

1. A minimum of five, and no more than twelve, sources used in the paper and listed on the Works Cited page
2. One source must be an interview.
3. Two sources must be from the Internet with web addresses having the following endings: .edu .gov .org
4. Two sources from non-fiction or reference books (hard copy) or magazines and journals (hard copies or computer-based)

IV. THINGS TO KEEP IN MIND

1. Information gained through the interview must be included in the research paper.
2. This is a research paper, not a reflection. It must be written in third person.
3. General encyclopedias (book, software or Internet-based such as *Wikipedia*) will not be accepted.
4. A good research paper depends on the timely and accurate completion of research and writing. Procrastination serves no purpose and will only lead to frustration and mediocre work.



PART III: THE PORTFOLIO

How To Write A Letter To Portfolio Reviewers

Your address
Your city, state, zip code
The Date

Greenville Senior High School
1 Vardry Street
Greenville, SC 29615

Dear Portfolio Reviewers,
(double space)

Paragraph #1:

In this paragraph you will describe
yourself and your school life
(minimum 5 sentences)
(double space)

Paragraph #2

In this paragraph state your focus area,
some interesting facts about your research
and about your work with your mentor.
(minimum 5 sentences)
(double space)

Paragraph #3

In this paragraph describe your product or field
experience Explain the obstacles you faced
and the successes you experienced as you developed your product or completed your field experience.
(Minimum 5 sentences)
(Double space)

Paragraph #4

In this paragraph, describe your product/work experience in detail: where you performed your services, who was
involved, the resources you employed and how this related to your focus area. (minimum 5 sentences)
(double space)

Paragraph #5

In this paragraph, sum up your thoughts and thank the reviewers for their time and support. (2-3 sentences)
(double space)
Sincerely,
(4 spaces)

Your signature

Your printed name

You only get one chance to make a great first impression!

The first page following the Table of Contents in your portfolio will be a letter to the Portfolio reviewers who will score your Portfolio.

Use the full-block letter template. Double space between sections and single space within the body of the text. Remember, the only abbreviations that you can use are the postal code for your state (SC) and a person's title. Use this given format to prepare your business letter.

Your letter to the reviewers introduces you in your own words. It allows the committee members to see you as a whole person beyond the Senior Project. This should be your best writing, carefully edited, and in business form.

PORTFOLIO INFORMATION

The portfolio is an organized notebook *documenting the process* of the Senior Project. This portfolio is a compilation of required items and items which you choose to include beyond the required items. Your portfolio will be scored pass/fail by three people.

Take pride in your portfolio because it is a reflection of you as an individual.

The Senior Portfolio does several things:

- It allows people to see the process of your Senior Project.
- It gives people a first impression of you.
- It offers reviewers an in-depth summary of your research and the project.
- It provides documentation of your abilities for post-secondary educational and job opportunities.

Required Contents:

1. **Cover Page (outside):** Name, Title, decorated as you desire
2. **Cover Paper (inside):** Capture the spirit of your project. This is your “hook” – reflecting your creativity. The style, font, graphics, information, and layout are up to you. Include your name and project title.
3. ***Table of Contents:** Reflects your ability to arrange and organize in a logical sequence. Page numbers must correspond throughout the portfolio. You must have clean pages; plastic protector sleeves are recommended.
4. ***Letter to Reviewers:** Demonstrates letter writing skills and introduces you to the reviewers. Requires you to summarize your project succinctly and creatively so that you make a good first impression. (*Use given format.*)
5. **Copy of Project Proposal form**
6. **Journal Entries:** Chronicle the progress of your project from start to finish. It indicates the time you spent on your product and shows evidence of research, analysis, and reflection. Your journal must be available to the Senior Project Coordinator, if requested.
7. **Mentor Evaluation form**
8. ***Reflection:** Summarizes your thoughts and feelings at the end of the project, including a statement about how this has been a learning stretch for you.
9. ***Thank-you:** A personal letter thanking your mentor using the friendly letter format (include the original and 1 copy) and an envelope stamped and addressed to your mentor.
10. ***Research Paper:** Include your entire research paper including title page, paper, and bibliography. Must include Mrs. Anderson’s signature.
11. **Pictorial with Captions:** A minimum of six photographs with captions (2 each representing the project phases – beginning, middle, and end).

**Reminder: Use 12 point font such as Arial or Times New Roman with one inch margins.*

CHECKLIST FOR THE PORTFOLIO

The following must be typed (excluding the outside & inside covers and journal entries) and included in your portfolio:

- Cover (outside) including your name, project title, decorated as you desire
- Cover Page (inside) including your name, project title, decorated as you choose
- Table of Contents
- Letter of Introduction to Reviewers
- Copy of Project Proposal form
- Signed Mentor Form - copy
- Signed Parent Consent Form for Mentor - copy
- Mentor Evaluation Form
- Journal entries
- Original and one copy of the Thank-You letter for mentor
- Stamped and addressed envelope
- Proofed and signed draft of paper
- Research paper (all parts) signed by Mrs. Anderson
- Photographs and captions
- Reflection

**Magnet Distinction Senior Project
JOURNAL ENTRY**

Journal Entry # _____	Date:
Location of meeting/work:	Meeting/work start time: Meeting/work end time:
Focus of meeting/week:	
Brief Summary:	
Action Steps To Be Taken Before the Next Meeting:	
Student Signature:	

MENTOR EVALUATION OF STUDENT

Mentor Name: _____

Student Name: _____

USING A SCALE OF 1-3, PLEASE RATE THE STUDENT IN THE FOLLOWING AREAS:

	3 - Exceeds Expectations	2 - Meets Expectations	1 - Below Expectations
1. Punctuality:			
- Reported to meetings at designated time.	3	2	1
2. Professional Appearance:			
- Dressed appropriately for first meeting.	3	2	1
3. Professional Conduct:			
- Confirmed appointment(s) in professional manner.	3	2	1
- Behaved in a professional manner during meetings.	3	2	1
4. Communications:			
- Related well to mentor and others.	3	2	1
- Asked appropriate questions.	3	2	1
- Demonstrated interest in the experience.	3	2	1
5. Overall evaluation:			
- Student seemed to benefit from the experience.	3	2	1

Please make specific SUGGESTIONS for this student below.

SENIOR PROJECT SELF-REFLECTION

Reflecting on the active learning component is a key piece to successful work. Take time to look through your portfolio and reflect on the learning stretch you have just completed. Be thorough, write clearly, and use direct examples from your experiences.

1. When I look through my portfolio, I feel _____
because _____
_____.
2. I am most proud of _____
because _____
_____.
3. I am still not pleased with _____
because _____
_____.
4. Five things I learned by completing this portfolio are:
 - a.
 - b.
 - c.
 - d.
 - e.
5. One fact or observation that surprised or fascinated me was _____

_____.
6. One thing I wish people would understand about my portfolio is _____

_____.
7. When I completed my portfolio, the top skills I used were:
 - a.
 - b.
 - c.I chose these because _____

_____.
8. The skill I am most improved in is _____
You can find an example of that _____

_____.

9. One challenge I overcame in completing this Senior Project is _____

What I learned about myself in overcoming this challenge is _____

10. Based on what I learned during this process, if I did this project again this is what I would change and why: _____

11. This is my learning stretch: _____

Final Notes:

- You will be able to participate in a Senior Project Day event in April (your senior year) in the media center. Portfolios and products will be displayed. Highlight your project/extended field experience with a display board. Include pictures of your project/field experience/ or extra class. Be ready to explain your project and answer questions as students, teachers, and guests visit the exhibits.
- Extended field experiences may be completed during the summer after your junior year.
- The extended field experience approval form (Senior Project approval form) must stipulate the number of hours per week that you will be engaged as an intern and the number of weeks you will participate. You must keep a date and time log- signed/initialed by an adult at your field experience location- and place in your portfolio. It is strongly suggested that you complete a minimum of 25 hours.
- You must secure an “in-house” Greenville High teacher-mentor in the academic focus area who will answer your questions and make suggestions regarding your senior portfolio/project/field experience.
- Purchase an inexpensive “thumb” drive for your portfolio documents. Easy to carry and use anywhere. Ready to work and to print when you are.
- You may place your pieces for the portfolio in a 3 ring binder or folder.