

Tri-County Regional Vocational Technical High School

Senior Project Manual



2018-2019

Senior Project Committee:

Mary-Ellen MacLeod	Administrator
Kim Zogalis	Vocational Representative
John Kowalczyk	Representative at Large
Brian Keaney	English Representative

Foreward

The cornerstone of learning at Tri-County Regional Vocational Technical High School rests on students' ability to integrate their Academic and Vocational-Technical skills and to demonstrate them in real world contexts. In order to be successful in the 21st Century workplace, Tri-County RVTHS graduates must be able to identify and solve a wide range of problems; The Senior Project is a vehicle for students to develop, practice and exhibit these vital, real-world skills.

Revised 4/2018

Senior Project Objectives

Students Will Be Able To:

- ★ **Identify** a problem, need for improvement, and/or desire for a new product or service
- ★ **Develop** real-world solutions to those problems/challenges
- ★ **Find, Summarize, Assess and Reflect on** QUALITY sources
- ★ **Collaborate** across Academic and Vocational Disciplines
- ★ **Practice** MLA documentation
- ★ **Create** a Product
- ★ **Deliver** a Formal Presentation

Senior Project Overview and Guidelines

I. General

Vocational-Technical Instructors and English Instructors will serve as co-advisors for each step of the process. All components of the project must conform to the Tri-County Student Handbook and will include the following components:

- A Topic Proposal
- An Annotated Bibliography
- Product Development Plan
- Reflective Journal Entries
- An Original Product
- A Formal Presentation

II. Topic Selection

Topics should be the result of research and reflection, representing each student's specific interests, expertise and professional goals. Project topics will also:

- Extend learning beyond the scope of the vocational curriculum and daily shop activities
- Receive approval from both the Junior year Related and English instructors
- Focus on solving a problem or addressing a consumer/community need
- Explore real-world solutions and applications
- Avoids focusing exclusively on instruction ("How to") and/or historical timelines ("History of," "Evolution of")

III. Written Components

Senior Project written assignments will feature research-based material, edited for professional style and content, as well as personal, reflective journal entries. All written work will follow MLA guidelines. Students can find full descriptions of each component on pages 10-12; additionally, students should consult pages 20-24 for templates and samples for the following:

- A series of Journal Entries in response to each step of the process, from topic selection to preparing the presentation
- A formal Topic Proposal
- A Draft Works Cited page, featuring a min. of FIVE quality sources
- An Annotated Bibliography reviewing at least THREE quality sources, including at least one from a database
- A Product Development Plan, providing an overview of the product to be completed and presented in each student's Senior year

IV. Product

Student products will be the result of independent work and *demonstrate the real-world application* of each topic. The product must reflect a minimum of 40 hours of work. Products may include (but are not necessarily limited to):

- Marketing Plan or Proposal for new products or services
- Improvement Plan (Shop efficiency, Green energy, etc.)
- Models/Samples
- PR Materials (brochures, websites, etc.)
- Real working products
- PSA's/Marketing Videos

Projects can NOT be poster boards (unless being used as a supplemental visual), basic demonstrations or a pre-made kit.

V. Presentation

During the senior year, each student will provide an overview of their project experience to a panel for evaluation, in a formal 10 minute presentation. In a slideshow (which can incorporate video), each student will highlight:

- The topic selection process (inspiration for choosing the topic)
- Specific goals reflecting the project's real-world applications
- A reflection looking back over the entire process, focusing especially on creating the product and the lessons learned from the project, generally
- Visual evidence of product development/creation
- Pictures of the student working on their product

The presentation will include the completed product on display.

SENIOR PROJECT ROLES

Role of the Student:

- ~ Complete requirements of the project, in accordance with pre-established checklists and timetables.
- ~ Maintain an electronic copy of all work in progress, i.e. journal entries. Work must be saved to their *Digital Binder*, which will be a Google folder shared among the student, Related and English instructors.
- ~ Share the electronic copy of annotated bibliography and journal with English Instructor and Vocational-Technical Instructor.

Role of the Parents/Guardians:

- ~ Support students at every stage of the process
- ~ Provide financial assistance for project-related purchases (Tri-County does NOT incur any costs for materials or services related to Senior Project)

Role of the English Teacher:

- ~ Instruct the student in the creation of the Digital Binder.
- ~ Instruct the student in the proper form and process of composing the Annotated Bibliography.
- ~ Track submission dates.
- ~ Refer students missing assignments in the Assignment Timeline (pg. 9) to the Homework Center, beginning with first missing journal entry.
- ~ Submit First Draft of electronic copy to turnitin.com
- ~ Review the journal entries and advise students of necessary - mandatory revisions
- ~ Evaluate the journal entries with regard to MLA standards, as well as corrections as indicated on the journal.
- ~ Confer with the student's Vocational-Technical Instructor regarding the content of the research and integrate evaluations of form and content to arrive at the final grade for the journal.
- ~ Collect one Final Draft copy (electronic)
- ~ Coach the student in appropriate strategies for oral presentations
- ~ Proofread students' slideshows prior to presentation in the Senior Year
- ~ Optional - conduct a post-presentation discussion with students in class

Role of the Vocational-Technical Instructors:

- ~ Assist student with selection and approval of project topic (Related/Shop) - Topic must be unique to the Sophomore/Senior week.
- ~ Assist and advise the student in technical aspects of the project (Related/Shop).
- ~ Track topic selection and submission dates.
- ~ Allocate one class period per Related week and resources to develop journal entries
- ~ Monitor student progress in accordance with project guidelines (Related/Shop)
- ~ Refer students missing assignments in the Assignment Timeline (pg. 9) to the Homework Center
- ~ Review the journal entries and advise student of needed or appropriate revisions
- ~ Evaluate the final journal for technical content as well as corrections indicated on First Draft
- ~ Submit Grade 11 Final Draft Bibliography Grade to Senior Project Coordinator
- ~ Submit completed Senior Project Approval Form to Senior Project Coordinator
- ~ Allocation of approximately 40 hours will be provided during “Senior Project Product Week” (November 13 - 16, 2018, implemented during 2019 school year).
- ~ All Shop hours must be logged into the Senior Project Product Daily Evaluation Form provided on page 18. (Use multiple sheets, one for each student)
- ~ Maintain a list of missing Product submissions according to TimeLine (pg. 9)
- ~ Assist and coach the student in preparation for the oral presentation, verifying the accuracy of technical information (Shop)

Role of the Library Media Specialist:

- ~ Provide students with research strategies and assistance
- ~ Schedules with Related Instructors to meet with students
- ~ Assist students in the location of research materials
- ~ Coordinate and schedule the use of library resources, including printed materials and computer databases

Senior Project Timetable

Grade 11	Quarter 2	<p>~ Introduction to the Senior Project: During the first B week in January, members of the Senior Project Committee will visit Junior Related classes to give an overview of the project</p> <p>~ Students will create the Digital Binder in their Google Drive, sharing it with Vocational/Technical Related and Shop Teachers, and English Teachers</p>
Grade 11 * Any student repeating Grade 11 will restart the process/project with a NEW topic	Quarter 3	<p>~ Students will choose one topic to be approved both the Junior Related/Shop and Junior English instructors</p> <p>~ Students will complete the Topic Proposal</p> <p>~ Students will complete a Draft Works Cited page (MLA format; min. of FIVE quality sources)</p> <p>~ Students will complete a min. of THREE journal entries</p> <p>* All written work will be submitted to BOTH the Related and English instructors via the Digital Binder</p>
Grade 11	Quarter 4	<p>~ Students will complete an Annotated Bibliography in MLA format, featuring a min. of THREE quality sources</p> <p>~ Students will complete a min. of TWO journal entries</p> <p>* All written work will be submitted to BOTH the Related and English instructors</p>
Grade 12	Quarter 1	<p>~ Students will create a Product Development Plan</p> <p>~ Students will create their products</p> <p>~ Students will create their slideshow and other presentation materials</p> <p>~ Students will complete a min. of THREE journal entries</p> <p>* All written work will be submitted to BOTH the Related and English instructor</p>
Grade 12	Quarters 2-3	~ Students will present their products

Senior Project Timeline 2018 – 2019

JUNIORS (2018-2019 School Year)	
VOCATIONAL	WEIGHT
(Feb. 15) Term 3 - Topic Proposal	5% of Term 3 Related Grade
(March 8) Term 3 Draft Works Cited page (MLA format; min. of FIVE quality sources)	10% of Term 3 Related Grade
(Feb 1, March 22, April 5) Term 3 Journal Entries	10% of Term 3 Related Grade
(May 3, May 17) Term 4 Journal Entries Due	5% of Term 4 Related Grade
(May 31) Term 4 Final Annotated Bibliography Due	100 %Term 5 Related Grade
ENGLISH	WEIGHT
(Feb 15) Term 3 - Topic Proposal	5% of Term 3 Grade
(March 8) Term 3 Draft Works Cited page	10% of Term 3 Grade
(Feb 1, March 22, April 5) Term 3 Journal Entries	10% of Term 3 Grade
(May 3, May 17) Term 4 Journal Entries Due	5% of Term 4 Grade
(May 31) Term 4 Final Annotated Bibliography Due	20 % of Term 4 Grade
SENIORS (2018-2019 School Year)	
VOCATIONAL	WEIGHT
(September 14) Term X - Product Development Plan	10% Term 1 Related
(January 2) Term X - Product Due	25 % of Term 2 Shop Grade. Product must be 100% complete
(Date) Term X - Presentations Due	TBD
(Date) Term X - Final 2 Journal Entries Due	TBD
(Date) Final Reflection	TBD
ENGLISH	WEIGHT
(Date) Term 1 - Product Development Plan Due	TBD
(Date) Term 1 - Final 3 Journal Entries Due	TBD
(Date) Term 2 - Final Slideshow Due/Presentations Begin	TBD

Written Components

1. Journal Entries: The Senior Project Journal is a chance for students to record and reflect on their ideas at every step of the process, from topic selection to preparing the presentation. While journal writing is much less formal than the other written work for the Senior Project, journal entries will be evaluated for completeness, level of detail and basic writing standards. The chart below indicates the topics for each entry. Sample journal entries appear on pages 20-21.

	Due Date	Topic/Items to Include
Journal Entry 1 (Grade 11)	Friday February 1, 2019	~ Brainstorming topics ~ Initial concerns, questions ~ Topic preferences, early product ideas ~ Goal Setting: What's next? What's your plan?
Journal Entry 2 (Grade 11)	Friday March 22, 2019	~ Title and Author from Source One ~ Notes from Source One (bullets are fine, but full credit word count is still 250 words) ~ Commentary and Questions about Source One ~ Goal Setting: What's next? What's your plan?
Journal Entry 3 (Grade 11)	Friday April 5, 2019	~ Title and Author from Source Two ~ Notes from Source Two (bullets are fine, but full credit word count is still 250 words) ~ Commentary and Questions about Source Two ~ Goal Setting: What's next? What's your plan?
Journal Entry 4 (Grade 11)	Friday May 3, 2019	~ Title and Author from Source Three ~ Notes from Source Three (bullets are fine, but full credit word count is still 250 words) ~ Commentary and Questions about Source Three ~ Goal Setting: What's next? What's your plan?
Journal Entry 5 (Grade 11)	Friday May 17, 2019	~ Draft of Annotated Bibliography ~ 3 Sources, minimum in MLA format ~ Commentary on EACH source totalling a minimum of 250 words
Journal Entry 6 (Grade 12)	TBD	TBD
Journal Entry 7 (Grade 12)	TBD	TBD
Journal Entry 8 (Grade 12)	* Upon product compl.	~ Reflection on successes and challenges during completion of the product

Written Components (continued)

2. Topic Proposal

Choosing the topic for the Senior Project is the stepping stone for completing a successful, rewarding and exciting project. This is an opportunity for students to explore something entirely new or to challenge their skills in an area that is already familiar to them. Choosing the Senior Project topic must be a *learning stretch* of personal choice. A learning stretch is demonstration of knowledge and research over and beyond previously learned material.

Neither the Vocational Related/Shop Teacher nor the Junior English teacher will approve any topic unless there is clear evidence of a learning stretch. Students must be actively engaged throughout the entire Senior Project process and therefore choosing a topic carefully and wisely will determine the success of the project. Parents/Guardians must also approve the product and sign the Product Development Plan.

Topic Proposals should cover the following in 250-500 words, double-spaced size 12 Times Roman font:

- ~ What would you like to learn more about (that goes BEYOND the Shop curriculum?) What problem would you like to solve?
- ~ Why does this topic/issue/process interest YOU?
- ~ What kind of project(s) can you imagine at this early stage?
- ~ What would you like to do better, in shop, English class or both? How can this project help?
- ~ How does your topic explore something that is above and beyond what you learn and do in shop?

3. Works Cited Page Draft

The Works Cited page is the foundation for each student's research; it will contain at least FIVE *quality* sources, of which TWO should be from an online database. Students will not use retail websites (Home Depot.com, etc.), instructional sites (eHow.com, etc.) or Wikipedia articles.

4. Annotated Bibliography

<https://owl.english.purdue.edu/owl/resource/614/01/>

The Annotated Bibliography is a logical progression from the Works Cited draft and is the area within the Senior Project where students will interact most closely and intensely with their sources. Students will use the guidelines provided by the Purdue University OWL website to organize the annotations, which should include a *summary* of each source, an *assessment* of each source's strengths and weaknesses, and finally a *reflection* about how each source will aid in the overall project. See a sample Annotated Bibliography on page 24.

Written Components (continued)

5. Product Development Plan

The product Development Plan is the last major component that must be completed before the construction of each student's physical product. Each plan should be written in paragraph-form (not bullet points) and include the following:

- ~ A full detailed description/overview of expected outcomes: including what the product will ultimately look like, how it will operate, all parts, design decisions, size/dimensions
- ~ An overview of materials needed and corresponding (estimated) costs
- ~ A planned procedure, outlining each stage: specific tasks to be completed, calendar-goals for each step, etc.
- ~ A space for concerns, potential obstacles, etc.

A sample Product Development Plan appear on page TBD. (Forthcoming in 2018-19)

Products

The purpose of your product is to demonstrate how your topic might appear in a real-world context and should reflect creativity, vocational-technical knowledge, neatness and attention to detail.

Products will be developed with your Vocational-Technical Instructor(s) with some input from your English Instructor. Your product must be something *visual* that you will present at the conclusion of the process, during your senior year. Products may include any of the following or combination of the following; these are suggestions and you are certainly welcome to propose products not listed here:

- ~ Marketing Plan
- ~ Improvement Plan (Shop efficiency, Green energy)
- ~ Professional Proposal (New products or services)
- ~ Models/Samples
- ~ PR Materials (brochures, websites)
- ~ PSA's/Marketing Videos

Sample products from a selection of vocational areas appear on page 19.

*Any absence from Co-op placement to work on Senior Projects will be considered an unexcused absence and may result in permanent suspension from Co-op. You MAY NOT ask your employer for time off to work on your project. Co-op students who have not submitted their Senior Product by the due date will be suspended from Co-op until it is completed and turned in to the vocational instructor.

Presentation

The final presentation provides an opportunity for each student to explain the inspiration and process for completing the product; presentations will occur in the **second and third** quarters of the Senior Year. Students will prepare a formal slideshow, which they will use (in conjunction with practical demonstration, video, and other relevant presentation materials) as the foundation for the presentation. Each student's product must be present as well as part of the evaluation. Student will present before a panel which includes one Tri-County Administrator, one teacher and one representative of the student's vocational field. Students should consult the grading rubrics at the conclusion of this manual to familiarize themselves with expectations regarding time limits, attire and other specific aspects of the presentation.

Students who cannot present their Senior Project Presentation because of death in the family, a medical emergency or a snow day will be rescheduled at the discretion of the Senior Project Committee, and should be prepared to give their presentation upon return to school. Student absent from school with an excused absence will be rescheduled and will be graded without penalty. (A doctor's note is only valid if student is seen and actual treatment dates are indicated.)

All others who do not appear for presentation as scheduled will incur a 20% penalty on their presentation/product grades.

Note: an option to appeal the presentation grade is in place if there is evidence that protocol has been violated. The student must submit request in writing using business letter format, in their own words to the Senior Project Committee. The request must be received within 5 school days of the presentation. Time invested in the creation of the senior project is not a grievable item and will not be considered. If the student is not satisfied with the written response of the committee she/he is entitled to a meeting with the Senior Project Committee.

Grading Rubrics

Grading Rubric for Journal Entries

* Entries must be uploaded to the Google Folder/Digital Portfolio by the due date and will lose TEN points per school day late. For example, if a Journal Entry is due on an Academic Friday, students can earn a maximum of 90 points the following Shop Monday. Instructors will use the time/date of the LAST EDIT on a given Google Doc.

Name:

Date:

Topic:

Format	Proper MLA Heading; Double spaced, size 12 Times Roman Font: NO spelling, capitalization errors; complete sentences (40 points)	Proper MLA Heading; Double spaced, size 12 Times Roman Font: Minimal spelling, capitalization, sentence errors; (30 points)	Heading, Spacing and/or Font errors; Numerous spelling, capitalization, sentence (fragments) errors (20 points)	Minimal attention to formatting: significant spacing, heading, font errors; Many spelling, capitalization errors (10 points)
Content	Addresses ALL assigned topics (50 points)	Addresses the majority of assigned topics (40 points)	Addresses HALF of assigned topics (30 points)	Addresses FEWER THAN HALF of assigned topics (20 points)
Length * Entries of fewer than 100 words will not be accepted	250 words or more (10 points)	200 to 250 words (8 points)	150 to 200 words (6 points)	100 to 150 words (4 points)

Teacher Name:

Total Score:

Grading Rubric for the Topic Proposal

* The Proposal must be uploaded to the Google Folder/Digital Portfolio by the due date and will lose TEN points per school day late. For example, if a Topic Proposal is due on an Academic Friday, students can earn a maximum of 90 points the following Shop Monday. Instructors will use the time/date of the LAST EDIT on a given Google Doc.

Name:

Date:

Topic:

Format	Proper MLA Heading; Double spaced, size 12 Times Roman Font: NO spelling, capitalization errors (40 points)	Proper MLA Heading; Double spaced, size 12 Times Roman Font: Minimal spelling, capitalization errors (30 points)	Heading, Spacing and/or Font errors; Numerous spelling, capitalization errors (20 points)	Minimal attention to formatting: significant spacing, heading, font errors; Many spelling, capitalization errors (10 points)
Content	Addresses ALL Five assigned topics (50 points)	Addresses the majority (3-4) of assigned topics (40 points)	Addresses HALF (2-3) of assigned topics (30 points)	Addresses FEWER THAN HALF (1-2) of assigned topics (20 points)
Length * Proposals of Less than 250 words not accepted	250 words or more (10 points)			

Teacher Name:

Total Score:

Grading Rubric for the Rough Draft Works Cited Page

* Rough draft works cited pages must be uploaded to the Google Folder/Digital Portfolio by the due date and will lose TEN points per school day late. For example, if a rough draft Works Cited is due on an Academic Friday, students can earn a maximum of 90 points the following Shop Monday. Instructors will use the time/date of the LAST EDIT on a given Google Doc.

Name:

Date:

Topic:

Format	Proper MLA Formatting; Double spaced, size 12 Times Roman Font: NO Formatting errors (70 points)	Proper MLA Formatting; Double spaced, size 12 Times Roman Font; Minimal Formatting errors (60 points)	Numerous Formatting, Spacing and/or Font errors (50 points)	Minimal attention to formatting: significant spacing, heading, style errors (40 points)
Relevance	Evident/clear connection between sources and topic (20 points)	Apparent, but weaker connection between sources and topic (10 points)	Limited, potentially problematic connection between sources and topic (5 points)	
Sources * Works Cited pages that do not adhere to these minimal requirement will not be accepted (grading will start at one day late)	5 Quality Sources 2 of which are from databases (10 points)			

Teacher Name:

Total Score:

Grading Rubric for the Annotated Bibliography

* Annotated Bibliographies must be uploaded to the Google Folder/Digital Portfolio by the due date and will lose TEN points per school day late. For example, if the Annotated Bibliography is due on an Academic Friday, students can earn a maximum of 90 points the following Shop Monday. Instructors will use the time/date of the LAST EDIT on a given Google Doc.

* Annotations must be a minimum of 250 words EACH; Bibliographies with fewer than 3 sources OR with any annotations below 250 words will not be accepted (grading will start at one day late)

Name:

Date:

Topic:

Format	Proper MLA Formatting; Double spaced, size 12 Times Roman Font: NO Formatting errors (20 points)	Proper MLA Formatting; Double spaced, size 12 Times Roman Font; Minimal Formatting errors (15 points)	Numerous Formatting, Spacing and/or Font errors (10 points)	Minimal attention to formatting: significant spacing, heading, style errors (5 points)
Structure	Clearly organized into three components: Summary, Assessment, Reflection (20 points)	Loosely organized into three components: Summary, Assessment, Reflection (10 points)	Minimally organized into three components: Summary, Assessment, Reflection (5 points)	
Content	Annotations reflect sophisticated understanding of sources and contain specific evidence, including quotations from each source (30 points)	Annotations reflect comprehensive understanding of sources and contain specific evidence, without quoting from each source (20 points)	Annotations reflect superficial understanding of sources and contain minimal evidence, without quoting from each source (10 points)	Annotations reflect limited, scattered understanding of sources and do not refer to specific elements of the sources (5 points)
Editing	Annotations feature NO surface errors (spelling, capitalization, sentence completion) and are written in formal tone formal tone (avoiding “I,” “you,” slang) (30 points)	Annotations feature FEW surface errors (spelling, capitalization, sentence completion) and some informal tone (“I,” “you,” slang) (20 points)	Annotations feature SEVERAL surface errors (spelling, capitalization, sentence completion) and some informal tone (“I,” “you,” slang) (20 points)	Surface errors (spelling, capitalization, sentence completion) and informal tone (“I,” “you,” slang) distract from the overall meaning of most of the annotation (20 points)

Teacher Name:

Total Score:

Samples of Project Components

Sample Topics/Products

Vocational Area	Topic	Research	Product/Presentation
Culinary Arts	Restaurant Proposal	<ul style="list-style-type: none"> ~ dishes, ingredients, etc. from an under-represented cuisine ~ business planning ~ requirements (legal, financial, etc.) for opening a restaurant 	<ul style="list-style-type: none"> ~ Full menu featuring items for every stage of a dining service ~ Layout and design of a restaurant ~ Advertising materials ~ Presentation: Grand Opening of the restaurant
Medical Careers	Blood Donation	<ul style="list-style-type: none"> ~ current information regarding the need for blood ~ challenges for public blood collection campaigns ~ technical process for blood collection 	<ul style="list-style-type: none"> ~ Plan for a Blood Donation Event ~ PSA about the need for blood ~ Public Relations materials promoting the event ~ Plan for collection/delivery of blood donations
HVAC Technologies	Home Heating Options	<ul style="list-style-type: none"> ~ trends in heat systems ~ new and developing technologies ~ the science of heat/heat delivery ~ pros/cons of various systems 	<ul style="list-style-type: none"> ~ Consumer Guide to Heating Options ~ Presentation: Model a home-visit overview to a potential customer

Sample: Journal Entry A

Name:

Date:

Journal Entry: 1

Word Count: 269

1. Brainstorming topics

At this point, there are several topics that I might do for Senior Project. First, I might pick solar panels, because my family just had them installed on our house this summer and I can talk to my parents about that. Also, I would really like to do something about Women in the HVAC field considering that I'm the only girl in my grade in the shop right now. I think it is really important for women to know that they can be in this shop or do the work for the HVAC trade.

2. Initial concerns, questions

I don't know if the Solar Panels idea is too broad and don't know how to narrow the topic down. I can talk to my shop teachers about that, though. I don't know what I could make for the product for the other topic I am interested in doing.

3. Topic preferences, early product ideas

For the panel topic, I could make a model house with panels and somehow wire them so that they can absorb heat from a lamp and then maybe use the energy to run a fan or small motor (or another smaller light??) I'm not sure what I could make for the Women in HVAC topic. I could make a website or maybe a video about the topic but I don't know if that would count as an actual product.

4. Goal Setting: What's next? What's your plan?

Well, the first thing I have to do is pick a topic. I'll talk to my shop teachers and see which one they think is best.

Sample: Journal Entry B

Name:

Date:

Journal Entry: 2

Word Count: 255

1. Title and Author from Source One:

Kerber, Kevin A., and Robert W. Baloh. "The Evaluation of a Patient with Dizziness."

Neurology. Clinical Practice 1.1 (2011): 24–33. *PMC*. Web. 2 June 2018.

2. Notes from Source One (bullets are fine, but full credit word count is still 250 words)

<p>~ "The physical examination is performed by observing the patient at rest and following simple movements or bedside tests" (Kerber). ~ No tools needed ~ could be related to serious neurological problems</p>	<p>~ Exam focuses on cardiovascular system ~ Balance ~ Positional Testing (NEED MORE INFO ON THIS) ~</p>
<p>~ difficult to tell what's happening from the patient's point of view/experience ~ many symptoms (some might not be vertigo) ~ many people who say they have it really do not</p>	<p>~ psychological testing different from the physical tests ~ health care professional has to move the patient/patient's head to determine whether he or she has "true" vertigo</p>

3. Commentary and Questions about Source One

The two tables seem REALLY important, but are also very confusing. But it also seems like doctors find diagnosing vertigo too so... Sometimes people THINK they have vertigo but are just dizzy (or THINK they are) for some other reason. HOW DO THEY KNOW FOR SURE??

4. Goal Setting: What's next? What's your plan?

I need to ask my shop teacher for help reading Tables 1 and 2. I also think I could save them for the presentation--is this ok??? I had a GREAT IDEA: I could do a demonstration of some of these tests for vertigo during my presentation! Maybe make a video or do a demonstration during the presentation?

Sample: Topic Proposal

Name:

Date:

Topic Proposal: Problems with Well Water

Word Count: 276

What would you like to learn more about? What problem would you like to solve?

I would like to learn more about wells and the use of well water in the 21st century. I would like to find out how many wells are in use in the United States both commercially and residentially.

Why does this topic/issue/process interest YOU?

At my old house, my family had well water and we hated it. The shower never had good pressure and our water was always rusty. We could not drink out of the faucet and brushing your teeth was disgusting. I want to know what people can do (who can't just move like we did) to solve some of these problems.

What kind of project(s) can you imagine at this early stage?

I don't know exactly what I would make, but I think I would use before/after water showing how gross and rusty well water can get. I need to do more research about solving the problem so maybe that will give me some ideas about what I can make.

What would you like to do better, in shop, English class or both? How can this project help?

I tend to be pretty disorganized in most of my classes. I hope that Senior Project will force me to get organized. I also don't know how to use Google Drive that well but know I need to learn, so there's that too.

How does your topic explore something that is above and beyond what you learn and do in shop?

We do not work much with wells in shop so this goes above and beyond.

Sample: Works Cited Page

Name:

Date:

Works Cited Draft

Sources: 5

Database Source(s): Bluemel; Shulte

Works Cited

Bluemel, Erik B. "Unraveling the global warming regime complex: competitive entropy in the regulation of the global public good." *University of Pennsylvania Law Review*, June 2007, p. 1981+. *Business Collection*, http://link.galegroup.com/apps/doc/A167585594/GPS?u=mlyn_m_trvths&sid=GPS&xid=f7c127c6. Accessed 2 June 2018.

Ebert, Roger. Review of *An Inconvenient Truth*, directed by Davis Guggenheim. *rogerebert.com*, 1 June 2006, www.rogerebert.com/reviews/an-inconvenient-truth-2006. Accessed 15 June 2016.

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology*, vol. 14, no. 1, 2007, pp. 27-36.

An Inconvenient Truth. Directed by Davis Guggenheim, performances by Al Gore and Billy West, Paramount, 2006.

Shulte, Bret. "Putting a Price on Pollution." *US News & World Report*, vol. 142, no. 17, 14 May 2007, p. 37. *Ebsco*, Access no: 24984616.

Sample: Annotated Bibliography (for ONE source; THREE are required)

Name:

Date:

Annotated Bibliography: Graphic Design, "The Challenges of Interior Design"

Word Count:

Drueding, Meghan. "Inner visions: architecture and interior design, living together in harmony."

Residential Architect, Apr. 2003, p. 78+. *Home Improvement Collection*,

[http://link.galegroup.com/apps/doc/A106914062/PPHI?u=mlin_m_trvths&sid=PPHI&xi](http://link.galegroup.com/apps/doc/A106914062/PPHI?u=mlin_m_trvths&sid=PPHI&xid=1425fb0e)

[d=1425fb0e](http://link.galegroup.com/apps/doc/A106914062/PPHI?u=mlin_m_trvths&sid=PPHI&xid=1425fb0e). Accessed 2 June 2018.

Source Summary:

This article discusses... It begins with the author describing... At one point the author states...

To conclude, the author points out...

Assessment: Strengths and Weaknesses

One of the articles main strengths is the fact that it... Additionally, the author provides... On the other hand...

Reflection: How will I use the information in this source?

The pictures in the article have given me many ideas about how I can set up my product. I planned on creating a model house to design, but I always worried it would be too small.

Instead, I think I will do some designing in my own home, take some digital photos and print them on large, high-quality paper. The fact that the article uses amazing pictures showed me that I do not necessarily need to build something physical to present (which would not have worked anyway!)

SENIOR PROJECT PRODUCT APPROVAL FORM

STUDENT NAME: _____

VOCATIONAL PROGRAM: _____

SENIOR PROJECT PAPER TOPIC: _____

PRODUCT TITLE: _____

PRODUCT PROPOSAL

STEPS FOR PRODUCT COMPLETION

SPECIAL EQUIPMENT/FACILITIES

Note: Alternative Arrangements, if Product cannot fit into Senior Project Room

MATERIALS LIST & COST ANALYSIS ATTACH A HARD COPY OF PRICES/QUOTES FOR ALL MATERIALS

APPROVALS: Vocational Instructor will not sign off without receipt of quotes / prices

STUDENTS SIGNATURE DATE

PARENT'S SIGNATURE DATE

VOCATIONAL TEACHER'S SIGNATURE DATE

Note: A copy of this form must be submitted to the Senior Project Coordinator by the due date listed on page 9 of the Senior Project Handbook.

**TRI-COUNTY VOCATIONAL / TECHNICAL PROGRAMS
SENIOR PROJECT PRODUCT PROGRESS DAILY EVALUATION FORM**

STUDENT NAME: _____ PROGRAM: _____ INSTRUCTOR: _____

Date of Activity:

--	--	--	--	--	--	--	--

PRODUCT KNOWLEDGE

1 2 3 4 5 6 7 8

- 1. Applies technical knowledge to daily task
- 2. Displays critical thinking/problem solving skills
- 3. Seeks extra help when needed
- 4. Demonstrates creativity and organization

RELIABILITY

- 5. Attendance/Punctuality
- 6. Works well independently
- 7. Prepared for Senior Product Activity
- 8. Stays on task (Progressing Daily on Product, Slideshow or Presentation)

SAFETY

- 9. Utilizes equipment properly
- 10. Follows appropriate safety procedures

DAILY GRADE: (Daily points X 10 = Total Daily Grade)

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- Excellent A- A+ 9.0 - 10.0
- Good B- B+ 8.0 - 8.9
- Fair C- C+ 7.0 - 7.9
- Poor D D+ 6.5 - 6.9
- Failing F 6.4 and below

Overall Rating: _____

Tri-County Regional Vocational Technical High School Senior Project: VOCATIONAL PRODUCT RUBRIC

For use by VOCATIONAL TEACHERS only

POINTS	20-18	17-15	14-12	11 - Under	Vocational Teacher's Points
	Exceptional	Proficient	Acceptable	Unsatisfactory	
Application to Field	Product application to vocational field is explicit	Product application to vocational field is apparent	Product has implied application to vocational field	Product has little or no application to vocational field	
Relevance to Topic	Product has explicit relevance to research paper topic	Product has apparent relevance to research paper topic	Product has implied relevance to research paper topic	Product has little or no relevance to research paper topic	
Craftsmanship	Product demonstrates explicit attention to detail. Surpasses expectations	Product demonstrates attention to detail. Meets expectations	Product demonstrates limited attention to detail. Meets minimal expectations	Product demonstrates little attention to detail. Does not meet minimal expectations	
Effort	Product is reflective of 40 or more hours	Product is reflective of 30 to 20 hours	Product is reflective of 20 to 10 hours	Product is reflective of less than 10 hours	
Use of Technology and Vocational Field Resources	Student gathered information from a <u>variety of quality electronic, print and industry resources</u> . Sources are relevant, balanced and include critical readings relating to the thesis or problem	Student gathered information from a variety of relevant sources--print and electronic, little or no industry resources are evident	Student gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Student gathered information that lacked relevance, quality, depth and balance	

StudentName: _____ Program: _____ Product: _____

Senior Product Graded Scale Range

Exceptional – 100 – 90 Acceptable – 79 – 65 Proficient – 89 – 80 Unsatisfactory – 64 - 0 Early Submission: YES _____ NO _____

Vocational Teacher's Signature: _____

Tri-County Regional Vocational Technical High School Senior Project: PANEL PRODUCT EVALUATION RUBRIC

For use by PRESENTATION PANEL JUDGES

Name: _____ Vocational Area: _____ Topic: _____

POINTS	20 - 18	17-15	14-12	11 - Under	Judge's Points
Relevance to Topic	Product has explicit relevance to research paper topic and is explained	Product has apparent relevance to research paper topic	Product has implied relevance to research paper topic	Product has little or no relevance to research paper topic	
Product Incorporation into Presentation	Product is integrated effectively throughout the presentation.	Product is integrated adequately in the presentation	Product is integrated minimally, at some point in the presentation	No integration of product is evident in the presentation	
Craftsmanship and Effort	Product demonstrates explicit attention to detail. Surpasses expectations	Product demonstrates attention to detail. Meets expectations	Product demonstrates limited attention to detail. Meets minimal expectations	Product demonstrates little attention to detail. Does not meet minimal expectations	
Product Incorporation into Power Point	Photos of Product and student both appear in ALL stages of development	Photos of Product and student appear in multiple stages of development	Photos of Product and student appear in at least 2 stages of development	Limited visual evidence of product and student appear in Power Point	
Product Application in Trade/Field	Product has explicit relevance to trade and has a recognizable use in the field	Product has apparent relevance to trade and may be used in the field	Product has implied relevance to trade with questionable use in the field	Product has little or no relevance to trade and is of little or no use in the field	
Senior Product Final Grade Scale Exceptional – 100 – 90 Passing – 69 – 65 Proficient – 89 – 80 Failing – 64 – 0 Satisfactory – 79 - 70 Total Points: _____					
<p>Products scored failing are remanded to remediation and will be represented in order to achieve a passing grade of 65.</p>					

Tri-County Regional Vocational Technical High School Senior Project:

PANEL PRODUCT EVALUATION RUBRIC

For use by PRESENTATION PANEL JUDGES

Name: _____ Vocational Area: _____ Topic: _____

POINTS	20 - 18	17 - 16	15 - 13	12 – Under	Judges Points
Project Content and Research	Exhibits exceptional formatting of project presentation, product application to vocational field is explained	Content clear and organized. Information included supports project, product application to vocational field is apparent	Content information included supports project, product has implied application to vocational field	Content not clear; some information included does not support project in any way, product has little or no application to vocational field	
Presentation Demonstration Skills	Topic is clearly stated and developed; presentation is done professionally and exemplary; no reading from text; effective conclusion	Most information presented in logical sequence; generally very well organized; good transition from idea to idea and medium to medium; minimal reading from text; adequate conclusion	Concept and ideas are loosely connected but acceptable; transition is ample; flow and organization choppy; substantial reading from text; conclusion is unclear and choppy	Presentation is choppy and disjointed; does not flow; development of topic is vague; no apparent logical order of presentation; presentation is read; No obvious conclusion	
Media & Visual Technology Power Point	Technology/media material properly used to develop topic with varied & appropriate use, few to no errors, visually pleasing	Use of technology-media not as varied, but well connected to topic, minimal errors, still visually pleasing with good use of space	Choppy use of tech/media; lacks smooth transition from one medium to another; still suitable connected to topic, errors evident	Little or no tech/media used, or use is ineffective; imbalanced use of material, visually difficult, numerous errors	
Speaking Skills	Clear articulation; steady rate; poised; good posture / eye contact; excellent enthusiasm and confidence	Clear articulation but not polished; good posture and control	Little eye contact; uneven rate; little or no expression	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested	
POINTS	10-8	7-5	4-2	1 - 0	
Length of Presentation 10 – 20 min before questions	Within allotted time of 10 to 20 minutes	Within 2 minutes of allotted time	Within 4 minutes of allotted time	Too long or too short; 6 minutes over/under allotted time	
POINTS	10-8	7-5	4-2	1-0	
Appearance	*Business Attire	Suitable for presentation	Appearance too casual for presentation	Not suitable for presentation	

Presentation Grade Scale Range					
Exceptional:	100 - 90	Passing:	69 - 65	TOTAL POINTS:	
Proficient:	89 – 80	Failing:	64 - 0		
Satisfactory:	79 – 70	<i>Presentation scored failing will be remanded to remediation and will be represented in order to achieve a passing grade of 65</i>			

Vocational Area: _____ Topic: _____

*Shirt, tie, trousers, dress or blouse & skirt / trousers, dress shoes.

Clothing must be clean and pressed, no logo wear, sneakers, work boots or flip-flops, micro-minis or rompers.

Senior Project Presentation Scoring Sheet

Date: _____

Student Name: _____

Project: _____

Product Scores

Panel Judge (1) _____%

Add panel scores, divide by 3 _____%

Panel Judge (2) _____%

Panel Judge (3) _____%

Presentation Scores

Panel Judge (1) _____%

Add scores, divide by 3 _____%(c)

Panel Judge (2) _____%

Panel Judge (3) _____%

Senior Project Scoring Master

Date: _____

Student Name: _____

Project: _____

Research Paper

English teacher _____%

Add scores, divide by 2 _____%(a)

Vocational teacher _____%

Product Score

Final Panel _____%

Vocational teacher _____%

Add Final panel score and vocational score, Divide by 2

+ 5/early submission_____

Product Score _____

NOTE: Senior Project Fair tie breaker will be determined by vocational teacher's Product score

Early Submission Final Product Score _____%(b)

Note: If no early submission applies, carry down "Product Score"

Presentation Score _____%(c)

Senior Project Final Grade

Add the following sections (a) + (b) + (c), and then divide by 3 _____%