



SWANSBORO
HIGH SCHOOL

Graduation Project

Student Manual
2017-2018

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Coordinators

- Local school staff members
- Coordinate the activities of all people involved with the Graduation Project

Graduation Project Coordinators

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Graduation Project Handbook

Copies of the Swansboro High School Graduation Project Handbook may be found on the school's website at:
swansboro.nc.och.schoolinsites.com

Dear Senior,

This year promises to be both exciting and challenging. One of this year's experiences that we believe will fall into both of those categories is the Onslow County Graduation Project.

The purpose of the Onslow County's Graduation Project is as follows:



1. To provide all seniors with an opportunity to demonstrate their “readiness” to enter the world using their skills in writing, speaking, research, and organization.
2. To provide all students with an opportunity outside the classroom to investigate and integrate their various interests and courses of study.
3. To provide all students with an opportunity to demonstrate “a sense of responsibility and a good work ethic prior to graduation.”
4. To help all students develop skills in the following areas:
 - time management
 - interview skills
 - professional phone use
 - research skills
 - community awareness
 - self-directed learning

In order for you to achieve the above purposes, this handbook has been designed to provide you with the information and resources needed to successfully complete the project. Your English teacher will spend some time going through the handbook with you. Please take some additional time on your own to become familiar with the information inside.

We look forward to guiding you through this valuable experience. Please feel free to contact us anytime you have a question or concern.

Best Wishes,

Mrs. Jolanda Sandy and Mrs. Patsy Crawford
Graduation Project Coordinators

Graduation Project Requirements

All FOUR components MUST be completed successfully in order to receive a high school diploma in Onslow County (OCSB Policy 3460)

I. **Paper-** Research topics must be approved by student's English teacher and all papers must meet the following criteria:

- An 8-10 page research paper written on an approved topic of student choice, to include 5-7 full pages of text, a student-generated visual (no more than ½ page), an outline, and Works Cited
- MLA format: 12 pt. font, double-spaced, margins no larger than 1”
- 5 sources
 - One interview source
 - One book source
 - One internet source
 - Others may be Internet or print resources. Remember to evaluate Internet resources using tips provided in this manual.

**Papers will be submitted to your English teacher for final evaluation.*

II. **Product-** Students must design and develop a product that is connected to their research topic. Product ideas must be approved by the student's English teacher using the proper form provided in this handbook. Products must meet the following guidelines:

- Must be related to the research
- Must be student-generated
- Must reflect a minimum of 15 hours of work or experience in a setting related to the research topic
- Requires a minimum of 3 contacts with your mentor
- Must be adequately documented with proof such as photos, logs, letters, journal entries, etc.
- Must reflect a learning experience for the student.

**Products will be evaluated by a panel of judges during final presentations.*

** The amount of money invested in the Graduation Project will not determine its success. You should avoid choosing products that require excessive expenses.

III. **Portfolio-** You will create and maintain a portfolio that will serve as a physical record of your progress throughout the entire Graduation Project experience. This record will help students track their work, aid mentors in meeting student needs, and allow advisors to monitor student progress. Portfolio guidelines are as follows:

- Housed in a 3-ringed binder
- The appearance should be neat and organized with clear outside pockets
- Must have a table of contents
- All documentation, forms, letters, evidences, reflections, etc., must be included

**Portfolios will be submitted to your English teacher for final evaluation.*

IV. **Presentation-** The final step in successfully completing the Graduation Project requires you to give a formal presentation before a small panel of community and staff members. Student presentations should be 5-8 minutes in length and explain the Graduation Project “journey” with the panel. English teachers will aid in preparing students for their presentations.

**Presentations will be evaluated by a panel of judges.*

Graduation Project Timeline

** All forms mentioned in this timeline are located in your handbook and on the Swansboro High School's website. All completed forms must be kept in your portfolio.

Date Due	Item
	Topic Selection Worksheet
	Ethical Commitment Form
	Parent Release Form
	Project Contract
	Letter of Intent
	Mentor Registration Form
	Mentor Commitment Form
	Paper Rough Draft
	Paper Final Draft
	Portfolio (including Letter to Judges)
	Presentations

Reflections should be turned in to your teacher on the following dates:

Date Due	Reflection
	Reflection #1
	Reflection #2
	Reflection #3
	Reflection #4
	Reflection #5
	Reflection #6

Topic Selection

The topic of your Graduation Project should:

- ✓ Be something that interests you
- ✓ Be an opportunity to learn about new aspects of the topic, use previous knowledge in a different way, or develop a new set of skills and knowledge
- ✓ Be something from which you will grow and learn

The topic will be something you work on the entire semester, so be sure you are interested enough to study it for that length of time.

Take some time to review available resources: books, magazines, internet sites, etc. Ask your English 12 teacher, your parents, etc. for advice in selecting and narrowing a topic.

When you submit your intent form to your teacher, your topic must be specific. *If your topic is too broad, it will be rejected.*

Product Selection

Students will select products related to the topic of their research papers in English 12. The following are examples of product formats:

Product Options	Examples
Performance of a skill	Learn to play a new instrument and perform a recital Choreograph a dance performance Run in a marathon after developing a training program
Provide lessons	Teach a sport skills clinic for young students Coach a youth team for the first time Teach someone to play an instrument Provide information to a parent group about a relevant topic
Organize a benefit event	A fundraiser for a local charity or organization A fun day for community children A book drive for a child care center
Start a new program to benefit someone	Organize a tutoring program at a homeless shelter Start a support group for children of deployed parents Organize letters/cards/visits for a senior center
A physical creation	Learn to rebuild a motor Write a piece of music Create a meal from a different culture
Combination of the above	Take a language class and create a children's book in the language Develop a workout program for children with an illustrated guide

Guidelines for Writing a Letter of Intent

A letter of intent is a formal announcement to the Graduation Project committee of your intentions. It must be in standard business format (see example below). It should be no longer than one page.

Format:

[Your Street Address]

[City, ST Zip code]

[Today's date]

[English Teacher's name]

Swansboro High School

161 Queens Creek Road

Swansboro, NC 28584

Dear [English Teacher's name]:

Paragraph 1: Introduce yourself and give basic biographical information. Include any information that may be relevant to your research.

Paragraph 2: Introduce your topic. Why did you choose this topic? What kind of experience do you already have concerning this topic?

Paragraph 3: Discuss your plans for your research paper, field work, product, and presentation. Explain the connection between the research and the product. How will you accomplish each part? Give the name of your mentor if you have already located one. If you do not have one, how do you plan to get one? Include the approximate cost of your project.

Paragraph 4: Declare your understanding of plagiarism and its consequences.

Sincerely,

[Sign your name]

[Type your name]

Guidelines for the Graduation Project Paper

1. The research-based paper can be written as the following text types (as stated by the Common Core):
 - **Argumentative:** write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (Standard W.11-12.1)
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
 - **Informative/Explanatory:** write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content (Standard W.11-12.2)
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

The above types of papers include approaches such as:

- **Compare/Contrast:** Discusses the similarities and differences between two or more things.
- **Cause/Effect:** Discusses the reason(s) and/or impact of a specific problem, event, or phenomenon.
- **Persuasive:** Makes a forceful statement using supporting evidence in an attempt to convince the reader of the validity of a particular viewpoint related to the chosen issue/topic.
- **Analytical**

The paper may NOT be a "how to" paper; there must be research and thesis development involved. English teachers may choose to have their students include various modes of writing into the papers.

2. Each paper must cite a minimum of five different sources. Students should strive for variety and balance in their selections. One source must be an interview, one must be a book, and one must be an internet source. Students may choose any medium for the final three.
3. Each paper must include at least one visual aid. Each visual aid is to be no bigger than half a page.
4. Papers must be approximately five (5) to seven (7) pages of text, **before the outline, visual aid, and Works Cited are added.**
5. Students should learn to interpret research in terms of possible bias and to examine research in terms of validity. This examination is especially important when students are using online sources.

6. Students must carefully document all research information they cite in their papers, including parenthetical documentation within the paper and a list of works cited at the end of the paper.
7. Students should access the most recent edition of the *MLA Handbook for Writers of Research Papers* or the website owl@purdue.com for the MLA format.
8. Students should be thoroughly informed of research ethics and the serious consequences of plagiarism.
9. Use at least three direct quotes from the sources. For research purposes, “direct quote” refers to information used word-for-word in your paper as it appears in the original source. A direct quote must come from its primary source.

Research guidelines:

- Note cards are required but may be done electronically. A minimum of 50 note cards is required. (See your English teacher for details. Some teachers may require more.)
- Students must prepare a formal outline prior to beginning the paper.
- Papers must have a clear and well-defined thesis statement.
- An outline of the paper and all drafts and editing sheets must be turned in with the final paper.
- Rough draft must be typed, double-spaced, Times New Roman, 12 pt. font, 1” margins.
- Save all drafts and final draft to a flash drive.
- Five sources must be cited in the research paper.
- All papers should be typed on white paper in black ink and stapled once in the left corner. Do not turn in your paper in a notebook or folder.
- Use MLA format.
- Wikipedia is NOT an acceptable source.

Basic Paper Format

General guidelines:

- The paper must be in MLA format.
- The paper will be **8-10 pages** in its final form.
- Double space your entire paper.
- 12 point Times New Roman font only.
- 1” margins.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one half inch from the top and flush with the right margin.

Formatting the first page of the paper:

- Provide a double-spaced entry in the top left corner of the first page that lists your name, your instructor’s name, the course and the date.
- Center your title on the line below the header with your name, and begin your paper immediately below the title.

Sample First Page

Rosent 1

Martha Rosent

Mr. Ken Ross

English IV

12 November 2006

A Look at the Future

It is not unusual that one might be willing to look to his future with anxiety and anticipation. Science Fiction writers have written many books which show the desire of mankind to know what is or is not going to happen in the years to come. Much of this is based on fact and much on fiction.

Avoiding Plagiarism

Plagiarism is.....

1. copying word for word without quotation marks and/or without acknowledging the author or the source.
2. using some key words or phrases without quotation marks or acknowledging the author of the source.
3. paraphrasing and giving no author and/or source credit.

To avoid plagiarism, you should:

- Cite not only direct quotes but also ideas that you borrow from your sources. Basically, if you did not think of it yourself and it came from one of your sources, you must document it.
- When summarizing or paraphrasing a writer's idea, credit the author by name and cite the work in which you found the idea.
- Give a new citation when using additional information from a previously cited source.
- Remember to use quotation marks around words or phrases taken directly from the source.
- Cite everything that you borrow, unless you are certain it is common knowledge and is written in your own words.

Documenting means:

- using *parenthetical documentation within* your paper
- *listing sources* in a list of *Works Cited* to give credit to those from whom you borrowed information.

Common knowledge does not need to be documented. Material is common knowledge if:

- Reliable authors refer to it without citing the source.
- Most people are knowledgeable in the field and accept it as fact.
- Few experts would dispute it.
- It is reported in most introductory textbooks or basic reference books on the subject.

Plagiarism (n.):

The presentation of another writer's ideas or words as if they were your own, without acknowledging the source.

Intellectual Property (n.):

Property that results from original creative thought.

Plagiarism is unacceptable and will result in a "0" on the paper. Also, Swansboro High School's policy for cheating will be followed. In order to comply with the Graduation Project exit standard, a new paper on a new topic must be written to fulfill the paper component.

Sample Outline

You will turn in a formal, topical outline which will be typed, double spaced, Times New Roman, 12-point font. The following is a sample of what should be included in your outline.

Title
Thesis
I. Main Topic
A. Subtopic
1. Detail
2. Detail
B. Subtopic
1. Detail
2. Detail
II. Main Topic
A. Subtopic
1. Detail
2. Detail
B. Subtopic
1. Detail
2. Detail

This is the minimum that you must have for your outline. You may add to this, but you may not do any less than this. For every main topic, you must have at least two subtopics. For each subtopic you must have at least two details. You can have more than two subtopics and more than two details.

Works Cited Handout

In documenting your sources, you need to include the following basic information: author, title, place of publication, publisher, date of publication. Follow the examples below for each type of source.

Books

Lastname, Firstname. *Title of Book*. Publisher, Year of Publication.

Book with one author

Gleick, James. *Chaos: Making a New Science*. New York: Penguin, 1987. Print.

Book with more than one author

Gillespie,

Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston:

Allyn, 2000. Print.

If there are more than three authors, you may list only the first author followed by the phrase et al. the abbreviation for the Latin phrase “and others”) in place of the other authors’ names, or you may list all the authors in the order in which they appear on the title page.

Wysocki, Anne Frances, et al. *Writing New Media: Theory and Applications for*

Expanding the Teaching of Composition. Logan, UT: Utah State UP, 2004. Print.

or

Wysocki, Anne Frances, Johndan Johnson-Eilola, Cynthia L. Selfe, and Geoffrey Sirc.

Writing New Media: Theory and Applications for Expanding the Teaching of

Composition. Logan, UT: Utah State UP, 2004. Print.

Book with no author named

Encyclopedia of Indiana. New York: Somerset, 1993. Print.

Anthology or collection

Works may include an essay in an edited collection or anthology, or a chapter of a book. The basic form is for this sort of citation is as follows:

Last name, First name. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Page range of entry. Medium of Publication.

Example:

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping*

Writers One to One. Ed. Ben Rafoth. Portsmouth, NH: Heinemann, 2000. 24-34.

Print.

Article in a reference book

"Ideology." *The American Heritage Dictionary*. 3rd ed. 1997. Print.

Article in a Magazine

Cite by listing the article's author, putting the title of the article in quotations marks, and italicizing the periodical title. Follow with the date of publication. Remember to abbreviate the month. The basic format is as follows:

Author(s). "Title of Article." *Title of Periodical* Day Month Year: pages. Medium of publication.

Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Print.

Article in a Newspaper

Cite a newspaper article as you would a magazine article, but note the different pagination in a newspaper. If there is more than one edition available for that date (as in an early and late edition of a newspaper), identify the edition following the date (e.g., 17 May 1987, late ed.).

Brubaker, Bill. "New Health Center Targets County's Uninsured Patients." *Washington*

Post 24 May 2007: LZ01. Print.

Krugman, Andrew. "Fear of Eating." *New York Times* 21 May 2007 late ed.: A1. Print.

Personal Interview

O'Neal, Carrie. Personal interview. 5 Oct. 2006.

A Pamphlet

Cite the title and publication information for the pamphlet just as you would a book without an author. Pamphlets and promotional materials commonly feature corporate authors (commissions, committees, or other groups that does not provide individual group member names). If the pamphlet you are citing has no author, cite as directed below. If your pamphlet has an author or a corporate author, put the name of the author (last name, first name format) or corporate author in the place where the author name typically appears at the beginning of the entry.

Women's Health: Problems of the Digestive System. Washington: American College of Obstetricians and Gynecologists, 2006. Print.

Your Rights Under California Welfare Programs. Sacramento, CA: California Dept. of Social Services, 2007. Print.

Basic Forms for Electronic Sources

If no author is given for a web page or electronic source, start with and alphabetize by the title of the piece and use a shortened version of the title for parenthetical documentation.

An entire website

Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

Example:

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008. Web. 23 Apr. 2008.

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

A page on a website

For an individual page on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites. Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

"How to Make Vegetarian Chili." *eHow.com*. eHow, n.d. Web. 24 Feb. 2009.

E-mail (including email interviews)

Give the author of the message, followed by the subject line in quotation marks. State to whom to message was sent, the date the message was sent, and the medium of publication.

Kunka, Andrew. "Re: Modernist Literature." Message to the author. 15 Nov. 2000.

E-mail.

Neyhart, David. "Re: Online Tutoring." Message to Joe Barbato. 1 Dec. 2000. E-mail.

Sample Works Cited Page

Smith 8

Works Cited

"Blueprint Lays Out Clear Path for Climate Action." *Environmental Defense Fund*.

Environmental Defense Fund, 8 May 2007. Web. 24 May 2009.

Clinton, Bill. Interview by Andrew C. Revkin. "Clinton on Climate Change." *New York*

Times. New York Times, May 2007. Web. 25 May 2009.

Dean, Cornelia. "Executive on a Mission: Saving the Planet." *New York Times*. New York

Times, 22 May 2007. Web. 25 May 2009.

Ebert, Roger. "An Inconvenient Truth." Rev. of *An Inconvenient Truth*, dir. Davis

Guggenheim. *Rogerebert.com*. Sun-Times News Group, 2 June 2006. Web. 24 May 2009.

GlobalWarming.org. Cooler Heads Coalition, 2007. Web. 24 May 2009.

****The above is a simple overview. For more information or assistance, please see the following website:**

<http://owl.english.purdue.edu/>

- **Go to MLA 2009 Formatting and Style Guide**

Parenthetical (In-Text) Documentation

The purpose of parenthetical documentation is so the reader of your paper can locate the text and the page number that you used. MLA format follows the author-page method of citation. This means that the author's last name and the page number(s) from which the quotation is taken must appear in the text, and a complete reference should appear in your Works Cited.

Works with an Author:

The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence.

For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Works with two or more authors:

Two authors with the same last name:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).

Two works by the same author:

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), though he has acknowledged that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

Additionally, if the author's name is not mentioned in the sentence, you would format your citation with the author's name followed by a comma, followed by a shortened title of the work, followed, when appropriate, by page numbers:

Visual studies, because it is such a new discipline, may be "too easy" (Elkins, "Visual Studies" 63).

Works without an author:

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (e.g. articles) or italicize it if it's a longer work (e.g. plays, books, television shows, entire websites) and provide a page number.

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming" 6).

****The above is a simple overview. For more information or assistance, please see the following website:**

<http://owl.english.purdue.edu/>

- Go to MLA 2009 Formatting and Style Guide

Quotations

When you directly quote the works of others in your paper, you will format quotations differently depending on whether they are long or short quotations. Here are some basic guidelines for incorporating quotations into your paper.

Short Direct Quotes

To indicate a short quote (fewer than four typed lines of prose or three lines of verse):

- Enclose the direct quote within quotation marks and include an acknowledgement phrase, such as in the example below:

John Smith, world-renowned scholar on Mayan culture, elaborates on the influence the ancient civilization has had on today's world, "We will probably never know to what magnitude the Mayans have truly influenced our everyday lives" (31).

- Provide the author and specific citation (in the case of verse, provide line numbers) in the text, and include a complete reference in the Works Cited list.
- **Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation.**
- Question marks and exclamation points should appear within the quotation marks if they are a part of the quoted passage but after the parenthetical citation if they are a part of your text.

For example:

According to some, dreams express "profound aspects of personality" (Foulkes 184), though others disagree. According to Foulkes's study, dreams may express "profound aspects of personality" (184). Is it possible that dreams may express "profound aspects of personality" (Foulkes 184)? Cullen concludes, "Of all the things that happened there/ That's all I remember" (11-12).

Long Direct Quotes

- Place quotes longer than four typed lines in a free-standing block of typewritten lines.
- Omit quotation marks.
- Start the quote on a new line, **indented one inch (or 10 spaces) from the left margin**, and maintain double-spacing.
- Your parenthetical citation should come after the closing punctuation mark. When quoting verse, maintain original line breaks.
- Avoid long quotes unless absolutely necessary.

Block Quote Examples:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. (Bronte 78)

At the conclusion of Lord of the Flies, Ralph and the other boys realize the horror of their actions:

The tears began to flow and sobs shook him. He gave himself up to them now for the first time on the island; great, shuddering spasms of grief that seemed to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island; and infected by that emotion, the other little boys began to shake and sob too. (Golding 186)

Indirect Quotation

Sometimes you may have to use an indirect quotation. An indirect quotation is a quotation that you found in another source that was quoting from the original. For such indirect quotations, use “qtd. in” (quoted in) to indicate the source.

For example:

Ravitch argues that high schools are pressured to act as “social service centers, and they don't do that well” (qtd. in Weisman 259).

Keep in mind...

1. A quote should *support* your ideas.
2. A quote should flow smoothly in a paper.
3. Never have back-to-back quotes
4. Do not over-quote

Interview Guidelines

Advance preparation is essential for an effective interview.

1. Write the thesis statement for your research paper.
2. Based on your thesis, determine the most appropriate person to interview. Your English 12 teacher, mentor, or advisor may help you locate someone with expertise on your topic. Don't forget about local university and community college resources or businesses in the community.
3. Prepare to contact your interview candidate. You will need to prepare the following script:
 - Introduce yourself
Explain the research part of the Graduation Project and why you are requesting the interview.
 - Request an interview
If the response is "yes," set up a time and date to meet the person at his/her place of business outside of school time. If the response is "no," ask the person to provide contact information (name and phone number) for someone else in the field who might be able to work with you.
 - Ask for directions to the location if necessary and thank the person for his/her time.
4. Now that you have the information planned, contact your interview candidate. The first contact may be by phone. Make sure to contact the person early in the research process because it may be difficult to reach a busy candidate, and it may require several contact attempts to be successful.
5. If you plan to record the interview, make sure you get permission and check to make sure equipment works prior to arrival.

For your portfolio, your interview should be typed up and included as extra evidence. Please type it according to the sample found below. Remember, you should have 5-10 open-ended questions (questions that cannot be answered with a simple "yes" or "no"):

Interview

Interviewee: John Smith, landscaper

Date Conducted: October 10, 2017

Question 1: What is the most challenging aspect of your job as a landscaper?

Answer: One of the most difficult aspects of my job is working with different climates and types of soil.

Depending on where you are doing a job, the types of plants that thrive can differ greatly. Not only that, but depending on how close you are working to water, soil can have a sand-like quality, which is extremely detrimental to plants. A big part of my job as a landscaper is being able to recognize different types of soil, know how to improve the soil present, and be able to identify the types of plants that would do well in that soil.

Guidelines for the Product

1. The product must be student-generated. Students must design and develop the product. For example, students cannot purchase and assemble a model kit as a product. However, if a student designs a model, builds it from raw materials and uses it to show application/synthesis of knowledge acquired from research that would be acceptable.
2. The product proposal must be approved by the student's advisor.
3. The quality of the product created should reflect a **minimum of fifteen (15) hours** of work or experience in the setting related to the research topic.
4. The product must be adequately documented with photographs, logs, letters, reflective journal entries and other forms of documentation.
5. Students should avoid choosing products that might require excessive expenses.
6. The student may demonstrate his/her product. For instance, if he/she takes a class on sign language or dance and demonstrates the skills learned for the judges, this will be his/her product.
7. The student must demonstrate a learning stretch.
8. Power Points and videos are NOT products unto themselves. They may be part of the presentation but do not replace a product. Also, unedited videos are not products. These may be used to show a product, but are not products in themselves. Brochures that have no audience are another poor choice for a product.
9. If you can already do "it," it may not be a good choice for a project topic. For example, if you've taken dance for 10 years, taking more dance classes will not give you the necessary learning stretch. If your heritage is non-American, cooking a dish from that culture does not provide the learning stretch.
10. All products must include step by step proof of the product. The end result is not as important as the process you go through to get to the finished product. Include pictures of you completing the work as you go along.
11. There must be a visual component of some kind: a performance, physical product, pictures, video, tri-fold board.
12. A video can be no more than 2.5 minutes

This page is adapted from Senior Project Center for Dynamic Learning.

Additional Product Procedures

*Any product involving **teaching** a class must include the following criteria:

-Must have a minimum of 2 hour actual instructional time (meaning actually teaching not observing or planning)

-A lesson plan must be completed for each teaching session

-A notebook/folder of handouts, activities for each lesson and student work samples.

-At least one group activity and one individual activity must be completed during the teaching sessions.

*Any product involved with **coaching** must include the following criteria:

-Must have a clearly defined audience to coach; a specific team or group must be identified. Groups or teams of fewer than 5 are not allowed.

-Must have a minimum of 2 hours of actual coaching time (meaning actually coaching the team, not observing or planning)

-Must have a notebook/folder of specific techniques or drills for different groups to work on. These plans need to explain in detail how each session will improve the person's or team's performance. There needs to be pre- and post- standards of measurement. This can be done by measuring timings, counting completed tasks, or a video of improved performance.

* Any product involving with **medical/psychological/sociological** patients must have a clearly stated mentor willing to take responsibility of patient privacy and confidentiality. These issues must be addressed in the letter of intent before the topic is approved.

*Any product involved in **volunteering** must complete a minimum of 8-10 hours of active involvement in a community service project. Student must provide some sort physical evidence of active participation in the volunteering activity. Some possible types of evidence are flyers, posters, PowerPoint Slide shows, and videos. Video documentation is strongly encouraged for these products.

Contents and Order of Portfolio

Portfolios will be available for the panel of judges to review before each presentation.

- The portfolio must be organized using a table of contents.
- All forms and content should meet the requirements of the portfolio.
- The portfolio reflections should provide insight into how the student has anticipated and dealt with challenges and changes.
- All portfolios should be in a 3-ringed, 1” binder.
- Reminder: Save copies of all materials turned in. Also, keep material neat and clean. ALL work should be typed and forms should be filled out in ink.

Contents:

- Portfolio Cover Page- include your name and title of project; insert in the front clear cover of your binder
- Table of Contents
- Letter to Judges
- Resume (optional)
- Letter of Intent
- Ethical Commitment
- Parental Release
- Graduation Project Contract
- Topic Selection
- Research Paper
- Mentor Registration Form
- Mentor Commitment Form
- Interview
- Product/Field Work Logs
- Explanation and Evidence of Product (pictures, surveys, letter from participants, etc.)
- Reflections (minimum of 6)
- Plan for Presentation or printed copy of any power point presentation used in the presentation

Reflections
(Minimum of Six Reflections)

Throughout your Graduation Project, you will be writing reflections on the process. Each reflection:

- Must be typed in Times Roman, 12 point, double spaced, 1” margins
- Must be at least half a page to one page in length
- Must be dated at the top and labeled “Reflection #1”, etc.

For example:

Reflection #1
September 21, 2017

Today, I began working on my product. Mr. Smith (my mentor) met up with me at the nursery in Richlands, and we began by looking at the selection of trees they were selling. We are looking for a deciduous tree that will grow quickly. The clients we are landscaping for would also like something that has vibrant colors in the fall.

Here are some **thinking questions** to help you write your reflections:

- How many **hours** did you spend on your Graduation Project this week outside of class time? What did you do during that time? Be sure to list everything you did even if it didn’t have the results you wanted. (For example, if you tried four times to call your mentor but didn’t get through, include that).
- What **tasks** have you completed in your project in the past week? For example, did you choose a topic, come up with a product idea, find a mentor, complete a phase of your project, and revise your paper?
- Has the project been what you **expected** so far? Is it what you imagined it would be? Why or why not? What has happened that was unexpected?
- Has the work been **challenging** so far? What aspects in particular have been challenging? Have you learned new skills or completed tasks that you’ve never attempted before?
- What **successes** have you experience in the past week? What have you done that you are proud of? Have you accomplished anything that you were afraid you would not be able to accomplish?
- What **problems** have you experienced in the past week? Problems need not be big; you can discuss even small problems, especially if you solved them or learned something from them. For example, did you have problems reaching someone on the phone, finding research information, completing a certain part of your product? Why did these problems arise? Have you solved them yet? If so, how? If not, how do you plan to tackle them?
- What have you **learned** about yourself and your skills in the past week? What strengths have you demonstrated? What areas do you want to improve in? Do you notice any **growth** in yourself? In what areas?
- Have you used your **resources** (class time, time at home, mentor, advisory, teacher, libraries, etc.) well this week? Which resources have been most helpful? Which resources, if any, could you have used better?
- What are your **goals** for next week? What steps do you need to complete next? Are there any big challenges you see coming up in the next week?

Guidelines for Writing Letter to the Judges

You should prepare a letter to the judges to be included in your portfolio. The judges will read this letter prior to your presentation in order to gain important information about you and your project. Use the format below for writing your letter.

Your street address
City, State Zip
Date

Judges, Graduation Project
Swansboro High School
161 Queens Creek Road
Swansboro, NC 28584

Dear Judges:

Paragraph 1: Use this opportunity to introduce yourself and your topic. Do NOT include your name. Share what you learned throughout this experience. Include biographical information and anything about your personal life that is pertinent to your topic choice.

Paragraph 2: Explain your project including the research and field work experience. Include an explanation of how your product relates to your research topic.

Paragraph 3: Explain how the Graduation Project has impacted your life. What lessons have you learned? How have you been influenced both personally and academically?

Paragraph 4: Write a statement thanking the judges and anyone who has played a significant role in your project.

Sincerely,

[Sign your name]

Type Your Name

Presentation Guidelines

At the end of the semester, students will present their projects independently in a **5-8 minute** session in front of approximately **three** “judges.” These judges are members of the community who have volunteered their time to observe the students’ presentations.

Presentations will be held in various classrooms in Swansboro High School. Each classroom will have a faculty member serve as the “monitor” in the room.

*****If your parent/guardian is interested in assisting with judging the student presentations, please contact media specialist Ms. Patsy Crawford at (910) 326-4300, or patsy.crawford@onslow.k12.nc.us***

Suggestions

1. Remember that this is a formal presentation. Please dress appropriately. If you are not sure what constitutes appropriate dress, consult your advisor, English teacher, mentor, or Graduation Project Coordinators, Ms. Sandy or Ms. Crawford.
2. Wait for the signal from the faculty member before you begin your presentation.
3. Introduce yourself to the panel of judges.
4. Do not chew gum.
5. Be aware of your body language. Avoid gestures that may adversely affect your presentation.
6. Maintain eye contact with the judges. Look around and smile occasionally.
7. Do not read your presentation.
8. Have your portfolio available for judges’ review.
9. Practice your presentation several times until you feel comfortable with its format and content. Also, time your presentation to be sure that you do not exceed the time allowed.
10. At least one day before your presentation, make sure any computer application you are using is compatible with the equipment available in the room where you will present.
11. Bring any materials necessary for the presentation with you.
12. Try to anticipate what questions your panel of judges might ask (or ask a parent or a friend to compose questions for you) and plan the answers you would give. Your panel may not ask these exact questions, but this will give you an opportunity to practice answering questions. Remember that questions should address a clarification or extension of your topic. See “Presentation Questions and Answers Session Preparation.”
13. Powerpoint
 - a. Fifteen words or less on a slide
 - b. Don’t make the background so busy the words can’t be seen
 - c. Do NOT use complete sentences
 - d. DO NOT READ THE POWERPOINT TO THE AUDIENCE.

****Your presentation MUST include the following:**

- Introduction (Introduce yourself to the judges.)
- Topic...what, why, etc.
- Your mentor...who, why, etc.
- Challenges, successes, changes, etc.
- How product relates to topic and research
- Lessons learned
- Future goals
- Closing
- Questions

Presentation Attire

Since dress/appearance is one of the items the judges mark on the Graduation Project Presentation Rubric, it would benefit you to gain some extra points as well as create a favorable first impression.

Males:

- Dress slacks with an appropriate belt
- Suits and jackets should be tasteful in style
- Button down shirt with collar & tie (or a dress shirt appropriate to your suit)
- Shirts tucked in the slacks
- A tasteful tie that coordinates with the dress shirt and pants
- Dress shoes (in other words, something other than tennis shoes)
- Business attire, not eveningwear

Females:

- Dress or suit (slacks or skirt with coordinated top, vest, and / or jacket)
- Dresses and skirts should be of tasteful and modest length (must reach close to your knee) & style
- Do not wear tight clothing
- Blouses should coordinate with the suit, should be long enough to cover your midriff & have a neckline that comes close to the base of your neck
- Blouses should not fit tightly and should be both tasteful and modest
- Dress shoes, no clogs or flip-flops
- Minimal and tasteful jewelry/accessories
- If it does not fit the school dress code, then it would not work for the Graduation Project.
- Business attire, not eveningwear

Topic Selection Worksheet

1. The overall subject of my Graduation Project will be _____.
2. My research paper will be about (check and explain all that apply):
 - Argumentative _____
 - Informative/Explanatory _____
 - Other _____
3. My product will be (check one and explain)
 - Teaching _____
 - Fundraising _____
 - Volunteering _____
 - Making/Building/Creating _____
 - Job Shadowing _____
 - Coaching _____
 - Other _____
4. The evidence I will show for my product will be _____

5. Your Graduation Project should demonstrate a “learning stretch” for you.

What will be new and challenging to you in the process of completing this project?

6. I estimate the total cost of this project will not exceed _____.

7. Names and numbers of **two possible mentors or businesses** where you might get a mentor:

1.

2.

Student Signature: _____ **Date:** _____

I have reviewed the above information and find that it fits the Graduation Project Guidelines.

Advisor Signature: _____ **Date:** _____

Graduation Project Ethical Commitment Swansboro High School

As a participant in the Swansboro High School Graduation Project, I pledge to adhere to the following as a demonstration of my honor and integrity:

- I will not use a paper and/or information gathered by another student.
- I will not use a template, paper, or parts of a paper from the Internet or any other electronic device or prepared source.
- I will accurately document any sources used in my paper to avoid plagiarism.
- I will complete all of the work necessary for the completion of the product/project that evolves from the research paper.
- I will collect accurate verifications on all the work necessitating signatures.
- I will not forge any verification documents.
- I will complete a project. I will not buy or falsify the completion of a project. I will not exaggerate or misrepresent my project in any way.
- I will include only work that I have completed in the portfolio. I will not include any work of any type that belongs to another student. The portfolio will reflect the work and effort that I have exerted through the completion of the Graduation Project.
- I will not plagiarize.

I agree to adhere to the above criteria in completing my Graduation Project. I understand that if I fail to adhere to these standards and submit work that is not my own creation, I will face the penalty of receiving a zero or a “resubmission necessary” for that particular component (paper, product, portfolio, presentation) of the Graduation Project. This may result in my NOT completing the requirement for graduation.

Student Name (Print):

Student Signature:

Parent/Guardian Signature: _____ Date: _____

Graduation Project Parent Release Form

Name of Student _____

Title of Project _____

- I have read and approve the topic and product described on the Topic Selection Sheet.
- I have read the statement concerning integrity, plagiarism, cheating, and dishonesty, and understand the consequences.
- I understand the consequences if my student fails to complete all four components of the Graduation Project.
- I understand that my student will be working with a mentor from the community.
- I understand that Swansboro High School is not responsible for transportation to and from work with the mentor.
- I understand that Swansboro High School is not responsible for any injury my child may receive during the course of the Graduation Project field experience or product work.

Parent Signature _____

Date _____

If you have any questions concerning the statements above, feel free to contact Jolanda Sandy or Patsy Crawford at (910) 326-4300 or patsy.crawford@onslow.k12.nc.us

Onslow County Graduation Project Contract

I, _____, understand the components of the Onslow County Graduation Project. I agree to abide by the requirements. I will conduct myself with professionalism while working with school and community leaders. I understand that the project must be completed in the designated time frame. I understand that I must work with my mentor outside regular school hours. I understand that I am responsible for providing my own transportation. I understand that all four components must be completed successfully to meet the Onslow County High School Exit Standards requirements for graduation.

Student signature _____

Parent signature _____

Mentor Registration Form

****Please complete and return to your advisor.**

Working with a mentor is NOT optional. If you are having difficulty finding a mentor, see your advisor for assistance and then see Ms. Sandy, if necessary.

Student Name _____

Project Title and Topic _____

Mentor Information

Name _____

Address _____

Home Phone _____

Cell Phone _____

Email _____

Occupation, Position, and/or Title _____

****Attach your mentor's business card if he/she has one.**

1. How did you find your mentor?
2. Describe your mentor's expertise and how you will benefit from working with this mentor.
3. Have you known this person prior to beginning Graduation Project? If so, how?

Student Signature _____

I am aware that my student is being monitored on his/her Graduation Project by the person named above. I have no objections to this person serving as mentor and will not hold Swansboro High School responsible for the meetings that take place between my child and the above named person.

Parent/Guardian's Signature _____

Swansboro High School Graduation Project: Mentor Commitment Form

Mentor's Name: _____

Mentor's Address: _____

City: _____ State: _____ Zip Code: _____

Mentor's Phone Number: (Work) _____ (Home) _____

(Cell) _____ (Email) _____

I have agreed to mentor _____ during the Graduation Project process.

The student's research topic is _____.

The student's physical product is _____.

My qualifications for serving as a mentor for this topic is:

My previous knowledge of the student is:

I will help the student in the following way(s):

- ___ assist with information and resource location
- ___ provide facilities in which the student may work on product
- ___ guide in the completion of the product
- ___ assist with problem-solving
- ___ provide constructive feedback throughout the project
- ___ verify successful completion of a valid product that represents a "learning stretch"
- ___ verify the hours necessary to complete the product
- ___ Other: _____

Mentor's signature: _____ Date: _____

I, _____, agree to serve as a mentor for

_____. I have never been convicted of a felony, and I agree that I may have to submit to a background check.

Mentor's Signature _____

**Swansboro High School Graduation Project
PRODUCT LOG**

Student _____ **Advisor** _____

Mentor _____

Product Description:

- Minimum of 3 meetings with the mentor required, along with 3 signatures (not including verification of total hours)
- Minimum of 15 hours of work on product
- Complete form at meetings and get initials
- All hours DO NOT need to be completed with mentor present.

Date	Time Spent on Task	Description of Tasks Completed	Mentor/Parent Signature

Date	Time Spent on Task	Description of Tasks Completed	Mentor/Parent Signature

TOTAL HOURS SPENT: _____

VERIFICATION OF HOURS (to be signed by mentor or parent/guardian):

****Mentor signs only on dates when actual meetings took place to discuss progress, verify student followed plans, etc. Signature verifies successful completion of the entire product component with a minimum of 15 hours of student input.**

Onslow County Schools Graduation Project: Paper Component Rubric

Please review the explanation of the standards established by the North Carolina Dept. of Public Instruction and the criteria for reaching each standard level. Use those guidelines to grade the student's paper.

Student: _____

Topic: _____

Focus	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary
Presents an insightful, focused thesis statement	4	3	2	1
Draws strong, clear connections between thesis and significant related ideas	4	3	2	1
Organization				
Effectively provides a logical progression of related ideas and supporting information in body of paper	4	3	2	1
Effectively uses transitions to connect supporting information clearly	4	3	2	1
Arrives at a well-documented, logical conclusion involving critical thinking	4	3	2	1
Support/Elaboration				
Effectively synthesizes complex ideas from research sources	4	3	2	1
Demonstrates exceptional selection of supporting information clearly relevant to thesis and related ideas	4	3	2	1
Provides a meaningful presentation of multiple perspectives	4	3	2	1
Effectively balances use of quotations and student paraphrasing	4	3	2	1
Skillfully integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to emphasize important content	4	3	2	1
Style				
Exhibits skillful use of language, including effective word choice, clarity and consistent voice	4	3	2	1
Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas and transitions	4	3	2	1
Conventions				
Demonstrates a sophisticated use of prescribed format (MLA), including title page, pagination, and citations	4	3	2	1
Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage	4	3	2	1
Information Literacy				
Conscientiously and consistently demonstrates integrity in citing practices	4	3	2	1
Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information	4	3	2	1
Demonstrates strong evaluation skills in determining resource credibility and reliability	4	3	2	1
Total by Column				

Total Score _____ /68

Notes:

Onslow County Schools Graduation Project: Portfolio Component Rubric

Please review the explanation of the standards established by the North Carolina Dept. of Public Instruction and the criteria for reaching each standard level. Use those guidelines and the list of required portfolio content to evaluate the student's portfolio.

Student: _____

Topic: _____

Format/Appearance	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary
Adheres to all guidelines for portfolio appearance.	4	3	2	1
Organization				
Exhibits exceptional organizational skills in compilation of portfolio	4	3	2	1
Completeness				
Meets all requirements for portfolio contents.	4	3	2	1
Student Growth				
Demonstrates exceptional depth in academic and/or personal growth	4	3	2	1
Student Reflection				
Reveals exceptional insight into how the student anticipated changes and dealt with contingencies.	4	3	2	1
Information, Technology, and Communications Literacy				
Effectively employs technology in construction of portfolio.	4	3	2	1
Total by Column				
Total Score	_____ /24			
Notes:				

Onslow County Schools Graduation Project: Product Component Rubric

Please review the explanation of the standards established by the North Carolina Dept. of Public Instruction and the criteria for reaching each standard level. Use those guidelines to evaluate the student's product.

Student: _____

Topic: _____

Time	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary
Exceeds number of recommended hours.	4	3	2	1
Demonstrates effective time management.	4	3	2	1
Learning Stretch and Depth of Knowledge				
Chooses a challenging product representing a significant learning stretch	4	3	2	1

Demonstrates a logical and relevant link to research topic.	4	3	2	1
Demonstrates critical analysis of research in producing an original product	4	3	2	1
Demonstrates significant creative thinking, decision-making, reasoning, and/or problem-solving	4	3	2	1
Demonstrates extensive connection to real-world situations	4	3	2	1
Quality of Work/Effort				
Exhibits creative and exceptional results using talents, abilities, and varied resources	4	3	2	1
Displays extensive use of detail	4	3	2	1
Shows evidence of consistent self-directed actions	4	3	2	1
Displays evidence of exceptional technical skills	4	3	2	1
Ethics				
Consistently demonstrates ethical standards in product development	4	3	2	1
Total by Column				
Total Score	_____ /48			
Notes:				

Onslow County Schools Graduation Project: Presentation Component Rubric

Please review the explanation of the standards established by the North Carolina Dept. of Public Instruction and the criteria for reaching each standard level. Use those guidelines to judge the student's presentation.

Student: _____

Topic: _____

Communications Skills	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary
Consistently speaks with appropriate volume, tone, and articulation.	4	3	2	1
Consistently employs appropriate eye contact and posture.	4	3	2	1
Consistently employs appropriate nonverbal communication techniques.	4	3	2	1
Consistently exhibits poise, enthusiasm, and confidence.	4	3	2	1
Consistently employs standard grammar.	4	3	2	1
Adheres to prescribed time guidelines (min. 5/max. 10 mins. <u>before</u> Q&A)	4	3	2	1

Wears appropriate professional or authentic attire.	4	3	2	1
Employs creative use of visual aids that enrich or reinforce presentation.	4	3	2	1
Content and Coherence				
Effectively defines a main idea and clearly adheres to its purpose throughout presentation.	4	3	2	1
Employs a logical and engaging sequence which the audience can follow	4	3	2	1
Demonstrates exceptional use of supporting details/evidence.	4	3	2	1
Self Reflection				
Offers an insightful evaluation of the project process.	4	3	2	1
Reflects on successes and challenges with exceptional depth and insight.	4	3	2	1
Extensively reflects on the collaboration with the mentor.	4	3	2	1
Extemporaneous Responses				
Confidently, politely, and accurately responds to judges' questions and comments.	4	3	2	1
Notes:				

Acknowledgements

Swansboro High School would like to extend our deepest thanks to the following schools for permission to adapt their Graduation Project materials for our handbook: Catasauqua High School (Catasauqua, PA), Laney High School (Wilmington, NC), New Hanover High School (Wilmington, NC), Pender High School (Burgaw, NC), Trask High School (Rocky Point, NC), Southwest High School (Jacksonville, NC), White Oak High School (Jacksonville, NC), and Dixon High School (Holly Ridge, NC).