

## Senior Graduation Project Course Syllabus/Class Schedule

### Class Expectations/Information

Category	Requirement	Detail										
Course Time Requirements	60 total hours	<b>Class Time: 30 hours</b> <ul style="list-style-type: none"> <li>Classes will meet in either two 1 ½-hour classes, or one 3-hour class per week for 10 weeks.</li> </ul> <b>Independent Work: 30 hours</b> <ul style="list-style-type: none"> <li>Includes Project Presentation to site Graduation Evaluation Committee</li> <li>Time Log and Assignment tracking sheet</li> </ul>										
Attendance	Mandatory for graduation	See VRABE attendance policy										
Behavior	Excellent behavior at all times <ul style="list-style-type: none"> <li>Be on time and ready to work</li> <li>No hats, large coats, etc.</li> <li>Show respect to everyone in the class.</li> <li>Disagreements will be discussed calmly and logically.</li> </ul>	Issues will be dealt with immediately. Classroom disruptions are not tolerated. <ul style="list-style-type: none"> <li>Students with issues will be removed by Security the first time to speak with either the principal or the assistant principal.</li> <li>Student will have one more chance to stay in the class. If there is another issue, the student will be removed permanently and will have to wait until the next semester.</li> </ul>										
Participation	Mandatory for each student	Extra credit awarded throughout the trimester.										
Equipment	<b>Have everything, every day. Your preparation is a daily grade.</b>	<ul style="list-style-type: none"> <li>Pen or pencil</li> <li>Notebook specifically for this class</li> <li>Portfolio (provided by the teacher)</li> <li>As needed during trimester</li> </ul>										
Grading	<b>Final Grade: Pass/Fail</b> <ul style="list-style-type: none"> <li>Component Grades: Teacher's choice</li> <li>Extra credit possible</li> </ul>	<b>Grading Proportions</b> <table border="1"> <thead> <tr> <th>Component</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Work Component</td> <td>25%</td> </tr> <tr> <td>Research Component</td> <td>30%</td> </tr> <tr> <td>Final Product</td> <td>25%</td> </tr> <tr> <td>Presentation</td> <td>20%</td> </tr> </tbody> </table>	Component	%	Work Component	25%	Research Component	30%	Final Product	25%	Presentation	20%
Component	%											
Work Component	25%											
Research Component	30%											
Final Product	25%											
Presentation	20%											

### Course Content Details

This course is designed to be a model of work in the real world. Real jobs require planning, careful thought, critical analysis, reading/writing/research skills, and follow-through as much as a finished product. Components are:

1. Work Component
2. Research Component
3. Final Product
4. Presentation

Detail about each component follows.

**Note: Every component must be completed in order to pass the course.**

### Component Details

Component	Item	Description
<b>Work Component</b> – all work assigned throughout the course. Comprises the major part of a student’s evaluation.  Value: 25%	1. Proposal	1. The proposal describes the project topic, research sources, approach, and product to be produced. 2. Project Proposal template provided by teacher.
	2. Classroom work/ Outside work assignments	1. Classroom work will be assigned based on planned lessons and skills taught. 2. It may include: summaries, rough drafts, copies of research, outside work logs, quizzes, written exercises, brief classroom presentations, peer editing check sheets, etc.
	3. Portfolio	1. A portfolio <b>MUST</b> be kept, maintained, and updated by each student, to be handed in on the last class day of the semester along with a copy of the student’s final product and the summative paper.
<b>Research Component:</b> Research strategies, citations, notations, and bibliography.  Value: 30%	1. Internet - 5 articles total from these research types. Copies of articles submitted to teacher.	1. Directories 2. Search Engines 3. Meta-Search Engines 4. Invisible Web
	2. Library – 1 book and 3 periodicals	Card catalogue and online databases. All sources must be summarized.
	3. Personal interviews	1. Interview questions. 2. Referenced in final project with citations and in bibliography.
<b>Product Component:</b>  Value: 25%	1. Final Product	1. Format dependent on topic, approach, timeframes, etc. 2. Possibilities: research papers, informational video, PowerPoint presentation, website, etc.
	2. Summative Paper: describes the product and the process.	1. Used as the basis for the presentation before the Graduation Evaluation Committee. 2. Template provided.
<b>Presentation Component:</b>  Value: 20%	1. Dress Rehearsal before student’s peers.	1. During the final week of class. Student peers grade dress rehearsal presentations using the same criteria and evaluation forms that the Graduation Evaluation Committee uses. 2. <b>Student’s peer evaluations will be counted as 25% of the final presentation evaluation grade.</b>
	2. Presentation before the Graduation Evaluation Committee.  <b>Note: A student MUST present to receive a passing grade, even if all other work is passing.</b>	1. During make-up week 2. 10-20 minutes long (depending upon class size).
<b>Total - 100%</b>		
Extra Credit	Possible 5-10 extra points added to final grade	Extra credit is awarded based on class participation, quality of work, extraordinary work efforts, etc.

## Final Product Detail

### Topic Choices

Topics must be appropriate for study and presentation in the school environment, and should constitute areas of study and interest for the student that will contribute to the general store of knowledge in the subject. Students will choose their own topics or areas of interest, and the teacher will provide the structure, the process, the deadlines, the criteria, the feedback, and the support to promote success.

### Possible Areas of Research And Study

Topics may concern careers, health, social, educational, political, technology, environmental, and community issues. All topics must be pre-approved by the teacher. If there is a question about a topic's suitability, the site principal or coordinator will make the final determination, and both students and teachers must comply.

### Presentation Formats

Formats must be appropriate for school presentation and must be suited to the topic. Examples may include creative formats (a novel, play, screenplay, journal, poetry, song recording), academic formats (research paper, formal debate, report), involving multimedia and/or technology (computer program, website, informational video or documentary.)

**Note:** The teacher and site coordinator must approve any other or unusual formats before the work may proceed.

### Proposal Amendments

If, during the process of the project work, the student finds that the project is not doable, they will need to come back to the teacher with an amendment to their proposal for review and re-approval. Once the teacher approves the amended proposal, the student may continue his or her work following the new path.

### Changes of Topic/Project

Students who have chosen a topic but who change their mind have ONE WEEK without penalty to change their topic after the due date of the first proposal (2<sup>nd</sup> week last day). A student may only change his/her topic **if and only if** he or she has already done the work as assigned on the first topic. Assignments that are late outside the grace period will lose 20 points for each day late.

This means the student has to double up the workload, and go through the process again, and must:

1. Choose another topic and have it approved by the teacher,
2. Write up another proposal,
3. Have a peer editor review and evaluate their proposal,
4. Rewrite the new proposal and hand it into the teacher in its final form.

**It is not the teacher's problem** if the student changes his/her mind. It is the responsibility of the student to follow through and get the extra work done.

**Note:** *Rather than change the topic entirely, it might be a better choice for the student to amend the first proposal to save time and effort.*

### **Proposed Assignment Schedule Check Sheet**

The following proposed assignment schedule is based on a 10-week trimester of class time, and is subject to change depending upon class progress, vacations, and holidays. Students should use this as a check sheet to track when assignments are completed.

<b>Week #</b>	<b>Day</b>	<b>Topics</b>	<b>HW</b>	<b>Assignments to Hand In</b>	<b>Done</b>
1.	1.	<ul style="list-style-type: none"> <li>• Intro to course</li> <li>• Review syllabus</li> <li>• Ground Rules: Collaboration, Study Partners, Learning Community</li> <li>• Discussion of Topics</li> <li>• Critical Thinking exercise: General to specific, subject to topic</li> <li>• Research/Presentation Skills: partner interview and public introduction to class</li> <li>• Introduce Topic Worksheet, and do an exercise in class to demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Read syllabus and write 3 questions about the content for clarification.</li> <li>• Pick 5 possible DIFFERENT areas of study. Narrow each down to 5 possible topics, using topic worksheet. Choose top 3, and state one-sentence reason why each of these might be the best for you.</li> <li>• Be prepared to read your material to the class and get feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 questions on content / clarification about syllabus.</li> <li>• Fill out Topic Worksheet and bring to class.</li> <li>• Time Log</li> </ul>	
	2.	<ul style="list-style-type: none"> <li>• Presentation: each person presents their topic worksheets, selections, and logic for choices.</li> <li>• Brainstorming on presentation formats for each choice. Advantages/disadvantages.</li> <li>• Internet searching: directories, search engines, meta-searches, and the invisible net. Students must do the tutorials at:               <ul style="list-style-type: none"> <li>• <a href="http://www.sc.edu/beaufort/library/pages/bones/bones.shtml">http://www.sc.edu/beaufort/library/pages/bones/bones.shtml</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Research three final choices on the Internet in directories and search engines</li> </ul>	<ul style="list-style-type: none"> <li>• List 3 sources for each topic found on the Internet (topic 1, topic 2, topic 3).</li> <li>• Print out each of the 3 sources.</li> <li>• Read each of the articles, and underline important parts.</li> <li>• Time Log</li> </ul>	
2.	1.	<ul style="list-style-type: none"> <li>• Complete topic choice based on articles read.</li> <li>• Choose a topic and a presentation format</li> <li>• Review Proposal Template</li> <li>• Research/Presentation Skills: Small group reading out loud. Eye contact, voice, expression</li> </ul>	<ul style="list-style-type: none"> <li>• Choose your final topic</li> </ul>	<ul style="list-style-type: none"> <li>• Writing: Proposal Rough Draft</li> <li>• Online Research</li> <li>• Time Log</li> </ul>	

Week #	Day	Topics	HW	Assignments to Hand In	Done
	2.	<ul style="list-style-type: none"> <li>• Writing: Proposal Rough Draft</li> <li>• Peer Editing</li> <li>• Presentation skills: larger group review and feedback sessions</li> <li>• Interactive listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting Rough Draft in class</li> <li>• Feedback Sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal Rough Draft Due to be handed in to the teacher (2 copies)</li> <li>• Revise Rough Draft and prepare to hand in Week 3, Session I.</li> <li>• Time Log</li> </ul>	
3.	1.	<ul style="list-style-type: none"> <li>• Library Research: go to the library and find 3 books in class</li> <li>• Skim the books for useful information about your topic</li> <li>• Choose the best source, and read it during class.</li> <li>• Take notes on the best book source</li> </ul>	TBD	TBD <ul style="list-style-type: none"> <li>• Presentation Skills: read the information on the site <a href="http://www.ku.edu/cwis/units/coms2/vpa/vpa.htm">http://www.ku.edu/cwis/units/coms2/vpa/vpa.htm</a></li> <li>• Summarize the material</li> <li>• Time Log</li> </ul>	
	2.	<ul style="list-style-type: none"> <li>• Library Research: go to the library and find 3 articles from periodicals.</li> <li>• Photocopy articles (?); take notes</li> <li>• Summarizing skills</li> </ul>	TBD	TBD <ul style="list-style-type: none"> <li>• Time Log</li> </ul>	
4.	1.	<ul style="list-style-type: none"> <li>• Continue Library Research: go to the library</li> <li>• Photocopy articles (?); take notes</li> <li>• Summarizing skills</li> </ul>	TBD		
	2.	<ul style="list-style-type: none"> <li>• Presentation skills: presenting summaries</li> <li>• Continue Library Research</li> <li>• Writing Workshop</li> </ul>	TBD	<ul style="list-style-type: none"> <li>• Summaries of Internet and library materials.</li> <li>• Time Log</li> </ul>	
5.	1.	<ul style="list-style-type: none"> <li>• Interviewing skills</li> <li>• Writing interview questions</li> <li>• Summarizing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Interview your participant</li> <li>• Getting answers to your questions</li> <li>• Making sense of your information</li> </ul>	<ul style="list-style-type: none"> <li>• Interview questions and answers.</li> <li>• Time Log</li> </ul>	
	2.	<ul style="list-style-type: none"> <li>• Critical Thinking: Organizing Information</li> <li>• Product Approach Review and presentation</li> </ul>	TBD	<ul style="list-style-type: none"> <li>• Time Log</li> </ul>	
6.	1.	<ul style="list-style-type: none"> <li>• Bibliography skills</li> <li>• Bibliography practice exercises</li> <li>• Working on resource lists in class</li> </ul>	TBD	<ul style="list-style-type: none"> <li>• Interview information: Q's and A's.</li> <li>• Time Log</li> </ul>	
	2.	<ul style="list-style-type: none"> <li>• Bibliography skills</li> <li>• Bibliography practice exercises</li> <li>• MLA citations/notations</li> <li>• Working on resource lists in class</li> <li>• Writing Workshop</li> </ul>	TBD	<ul style="list-style-type: none"> <li>• Draft Bibliography lists.</li> <li>• Time Log</li> </ul>	

Week #	Day	Topics	HW	Assignments to Hand In	Done
7.	1.	<ul style="list-style-type: none"> <li>• Work on Final Products</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Final Product Rough Draft</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Bibliography lists.</li> <li>• Time Log</li> </ul>	
	2.	<ul style="list-style-type: none"> <li>• Work on Final Products</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Final Product Rough Draft</li> </ul>	<ul style="list-style-type: none"> <li>• Time Log</li> </ul>	
8.	1.	<ul style="list-style-type: none"> <li>• Final Product Rough Draft Presentations and feedback</li> </ul>	TBD	<ul style="list-style-type: none"> <li>• Time Log</li> </ul>	
	2.	<ul style="list-style-type: none"> <li>• Final Product Rough Draft Presentations and feedback</li> <li>• Peer editing</li> </ul>	TBD	<ul style="list-style-type: none"> <li>• Time Log</li> </ul>	
9.	1.	<ul style="list-style-type: none"> <li>• Summative Paper Rough Drafts presented in class</li> <li>• Peer Editing</li> <li>• Begin Revision and Editing</li> </ul>	TBD	<ul style="list-style-type: none"> <li>• Time Log</li> </ul>	
	2.	<ul style="list-style-type: none"> <li>• Summative Paper Review/Feedback/Revision</li> </ul>	TBD	<ul style="list-style-type: none"> <li>• Time Log</li> </ul>	
10.	1.	<ul style="list-style-type: none"> <li>• Timed Dress Rehearsal and Feedback: Product and Summative Paper</li> <li>• Peer review on all presentation skills, product, and Summative Paper, using Presentation Evaluation Sheet.</li> </ul>	TBD	<ul style="list-style-type: none"> <li>• Hand in Final Project Product</li> <li>• Hand in Summative Paper</li> <li>• Time Log</li> </ul>	
	2.	<ul style="list-style-type: none"> <li>• Timed Dress Rehearsal and Feedback: Product and Summative Paper.</li> <li>• Peer review on all presentation skills, product, and Summative Paper, using Presentation Evaluation Sheet.</li> </ul>	TBD		
11.	1.	<b>Final Presentation to Graduation Evaluation Committee</b>	NA	NA	
	2.	<b>Final Presentation to Graduation Evaluation Committee</b>	NA	NA	