

Western Montgomery Career
and Technology Center



**Graduation Project
Student Handbook**

TABLE OF CONTENTS

What is a Graduation Project?	1
Graduation Project Overview	2
Plagiarism Guidelines	3
Project Vocabulary	4
Graduation Project Components	5
Multi-Media Presentation	6
Project Timeline/Due Dates	7
Project Proposal Form	8
Student Hours Log Form	11
Source Summary Form	12
Support Paper Outline Form	14
The Presentation	16
Resources	17
Bibliography Formats	18
Presentation Rubric	20
Written Component Rubric	21
Self-Management Component Rubric	22

WHAT IS A GRADUATION PROJECT?

According to Pennsylvania Department of Education Chapter 4 regulations, every student must complete a "culminating activity" in order to fulfill graduation requirements. This "culminating activity" is referred to as the Graduation Project.

In order to graduate from high school, students shall complete a project that relates to their technical program of studies under the supervision of members of our faculty.

The graduation project is an independent, personalized learning experience, presented through a culminating exhibition. Through multi-disciplinary projects, the integration of academic and technical education is enhanced through this instructional strategy. The purpose of the high school graduation project is to assure that students are able to analyze, synthesize, evaluate, apply, communicate, and demonstrate their knowledge and skills in their respective program of study. Furthermore, the concept of the student exhibition, as a culminating learning experience, provides the student with the opportunity to demonstrate mastery of both technical and academic skills.

GRADUATION PROJECT OVERVIEW

The objectives of the Graduation Project are to determine your ability to:

- Communicate effectively in writing
- Exhibit your research using a variety of media technology
- Communicate *effectively* in speaking
- Think critically and creatively
- Demonstrate proficiency in research

The Graduation Project includes four components that serve as the basis for your requirements:

1. Written component - a 3-5 page support paper researching an authentic, interdisciplinary research topic.
2. Technology component - in which students use either audio, visual, technical or computer applications (or combination of) to analyze some aspect of the research topic.
3. Public speaking component - a 15 minute formal synopsis of the research topic, and 10 minutes of questions and answers.
4. Self-management component - maintenance of project handbook demonstrating research of your topic and work ethic.

*Rubrics for each component listing specific criteria for assessment are included in this handbook.

EVALUATION

You will work closely with your Advisor throughout the semester. You will maintain your handbook and meet deadlines for each of the necessary component tasks and will present your exhibition to a panel of staff members. A minimum grade of 70% is needed to pass this project.

The Graduation Project grade will be recorded as your final exam grade for all Level One students. This grade counts as 20% of your technical program yearly grade.

PROJECT VOCABULARY

Exhibition	Self-selected, culminating project that is presented before a panel for review.
Advisor	The advisor is your School to Career teacher. It is his/her job to approve your proposal, check and sign your log and meet with you throughout the portfolio conferencing process to support you in your journey toward a successful Exhibition.
Mentor	A mentor is your WMCTC instructor who has some expertise related to your topic.
Portfolio	Your entire body of work including: <ul style="list-style-type: none">• Graduation Project Student Handbook• Proposal, Student Hours Log, Resource Summaries• Rough draft of support paper• Final Support Paper• Resource Page
Research Design	The plan and structure of the investigation used to obtain evidence to answer research questions. The design describes how the research is set up: what happens to the subjects and what methods of data collection are used.
Action Research	An inquiry-based process which explores personal experience.
Academic Research	An inquiry-based process which explores a hypothesis or question.
Proposal	A plan of action that includes your research question, your rationale, your plan of action, your timeline, your methodology.
Methodology	The steps that you intend to take to develop answers to your research problem. Your methodology is unique to your specific research problem.

PLAGIARISM GUIDELINES

Penalties for plagiarism can be severe including loss of credit, failure of the project, disciplinary action, and/or expulsion from school. Unintentional plagiarism is still plagiarism, so be careful and know the rules.

Plagiarism can take several forms:

- Writing facts, quotations, or opinions that the student got from someone else without citing the source.
- Using someone else's words without quotation marks and/or documentation.
- Using someone else's ideas without citing the source.
- Forging a signature or initials on any Graduation Project document.

To avoid plagiarism:

- When in doubt, always give credit for a fact, quotation, or opinion taken from a book or other source. This strategy is necessary even when you use your own wording to explain a borrowed idea.
- When the student uses a writer's wording-even a phrase, always put quotations marks around the writer's exact words and cite the source.
- The student should not allow other sources to take over his/her research, He should write in his/her own style and stress what's most important to his/her project.

To avoid cheating:

- The student should do his/her own work, Taking credit for another's work or work the student did not complete him/herself is cheating.
- Claim credit only for work actually accomplished; do not falsify extent or thoroughness of tasks completed.
- The student should not allow other people to do his/her project for him/her.

GRADUATION PROJECT COMPONENTS

1. The student will propose, conduct, write and orally present an exhibition consisting of:
 - Written proposal
 - Study/Research
 - Written presentation
 - Oral presentation
 - Technology presentation
 - Evaluation
2. The student will:
 - Select an area of personal interest to be the focus of the study
 - Write a proposal for that study and have it approved by their Advisor
 - Conduct the study
 - Maintain a portfolio of work log, notes, study, and exhibition preparation
 - Submit the written study in draft and final form to provide evidence of revision process
3. The Proposal will:
 - Describe the focus of the study
 - State the justification for the selection of the study
 - Be approved by a parent or guardian
 - Be approved by the Advisor
4. In the Written component, the student will:
 - Explain the importance, value and impact of the study
 - Provide supporting information and data
 - Draw conclusions from the study
 - Reflect an organizational structure appropriate to the study
 - Cite sources used
5. In the Public Speaking component, the student will:
 - Comprehensively present the content of the study
 - Deliver an organized presentation
 - Demonstrate effective speaking skills
 - Utilize multi-media components to enhance presentation
6. In the Self-Management component, the student will maintain a portfolio of:
 - Student/Advisor consultation
 - Submission of forms
 - Evidence of progress
 - Work ethic
 - Exhibition work

Graduation Project Presentation Timeline and Due Dates

Assignment	Due Dates for Students	Student Log of Dates Completed
Initial Student Meeting		
Project Proposal		
Up to Date Documented Hours Log		
Rough Draft of Supporting Paper		
Final Components Packet Due		

The Final Components Packet includes:

- Final paper
- Complete handbook – minimum of 40 documented hours
- Technology component
- Public speaking component

The Final Components Packet must be submitted on the required due date of the scheduled presentation date. A (5) point penalty will be deducted each day late.

GRADUATION PROJECT PROPOSAL

Name : _____

Session: _____

Advisor: _____

Due Date: _____

Project Title: _____

Topic Description:

I. Your Project Goal or Expected Outcome

II. Why did you select this particular project?

III. How will you implement your project? (What will you do? When will you do it? What steps do you think you will have to take?)

IV. What resources and materials will you need to complete your project? How will you go about getting them?

V. What must you accomplish to make your project successful?

VI. What form do you think your presentation will take and what will you include?

VII. List seven questions you hope to answer through this project.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

I understand that all work on my Graduation Project must be my original work. I will clearly site all resources used in accordance with Western Montgomery Career & Technology Center's guidelines. Any plagiarism will invalidate my project and jeopardize my graduation credit.

Student's Signature

Date

Parent/Guardian's Signature

Date:

As the Advisor for this Graduation Project:

_____ I accept the proposal as written

_____ I do not accept the proposal because the topic does not have potential for adequate development or does not relate to the student's technical program.

Advisor's Signature

Date

Comments:



STUDENT LOG

Student _____ Mentor _____

Title of Project _____

Date	Amt. of Time	Task Accomplished – What & Where	Mentor's Initials

Total Hours: _____

A minimum of 40 documented hours is necessary.



STUDENT LOG

Student _____ Mentor _____

Title of Project _____

Date	Amt. of Time	Task Accomplished – What & Where	Mentor's Initials

Total Hours: _____

A minimum of 40 documented hours is necessary.

SOURCE SUMMARIES

1. List your sources using correct bibliographic format as found in the reference section of the Graduation Project Manual.
2. Write a short paragraph commenting on the information each resource offers.
3. REMEMBER - On the Reference Page of your project double space each entry and indent each subsequent line 5 spaces.

Type of Source: _____

Date of Research: _____

Source in correct bibliographic format:

Comment on the content of the source:

1. List your sources using correct bibliographic format as found in the reference section of the Graduation Project Manual.
2. Write a short paragraph commenting on the information each resource offers.
3. REMEMBER - On the Reference Page of your project to double space each entry and indent each subsequent line 5 spaces.

Type of Source: _____

Date of Research: _____

Source in correct bibliographic format:

Comment on the content of the source:

SUPPORT PAPER FORMAT

Make sure you have the proper format:

- Cover Page
- Times New Roman
- Size 12
- Double Spaced
- 1 inch margins
- Header
- Page Numbers

SUPPORT PAPER OUTLINE

A. Introduction Paragraph:

1. Attention Getter: _____

2. Background/transition: _____

3 Preview Points: _____

4. Thesis Statement: _____

B. Main Point 1: _____

1. Subtopic: _____

2. Supporting evidence: _____

3. Supporting evidence: _____

4. Supporting evidence: _____

5. Conclusion: _____

C. Main Point 2: _____

1. Subtopic: _____

2. Supporting evidence: _____

3. Supporting evidence: _____

4. Supporting evidence: _____

5. Conclusion: _____

D. Main Point 3: _____

1. Subtopic: _____

2. Supporting evidence: _____

3. Supporting evidence: _____

4. Supporting evidence: _____

5. Conclusion: _____

E. Main Point 4: _____

1. Subtopic: _____

2. Supporting evidence: _____

3. Supporting evidence: _____

4. Supporting evidence: _____

5. Conclusion: _____

F. Main Point 5: _____

1. Subtopic: _____

2. Supporting evidence: _____

3. Supporting evidence: _____

4. Supporting evidence: _____

5. Conclusion: _____

Conclusion:

1. Restate Thesis: _____

2. Restate Main Points: _____

3. Final thoughts: _____

THE PRESENTATION

In preparing for your presentation, you should consider props, visuals, equipment and appropriate attire.

GOALS:

Your project should reflect the goals you set in your proposal. Your presentation will be compared to your proposal.

You must state your goal in your introduction. Let the panel know what it is you want them to learn from your presentation.

APPLICATION OF KNOWLEDGE:

Your presentation should reflect new learning.

You must explain all aspects of your project. Be sure to let the panel know all the concepts you learned in order to complete the project.

You will be questioned about your project as well as your presentation.

TECHNIQUE AND CRAFTSMANSHIP:

Your visual products should be neat and professional in appearance. All projects will be displayed for school project expo.

Be sure grammar and spelling are correct on visuals, handouts, PowerPoint, and any other written material that is included in your presentation.

IMPACT:

Arrange information so it makes sense. Your presentation should progress in logical order rather than appear as a random collection.

Present your product so it will leave a lasting impression.

If your product is a journal, photos or something relatively small, develop an effective way to pass it around for the panel to view.

It is your responsibility to make sure everything is ready.

PRACTICE, PRACTICE, PRACTICE

RESOURCES

MLA Works Cited

When creating your Works Cited Page, remember to:

- Begin the Works Cited on a new page, but number consecutively (i.e., if the last page of your essay is page 3, the Works Cited is page 4)
- Alphabetize each entry by first letter
- Underline all titles of books, magazines, films, etc.
- Put quotation marks around the titles of poems, short stories, and articles
- Indent the 2nd line 5 spaces as well as all subsequent lines of each citation
- Double-space all entries

BIBLIOGRAPHY FORMATS

Encyclopedia Article

Format:

Last name, First name. "Title of Article." Name of Encyclopedia. Year ed.

Example:

Malone, John F. "Fingerprinting .." New Book of Knowledge. 2000 ed.

Online Encyclopedia

Format:

"Article Name." Encyclopedia Name. Online. Computer Service. Date of Access.

Example:

"Weather." Britannica.com. Online. Microsoft Internet Explorer. 10 Sept. 2003.

Book with a Single Author

Format:

Last name, First name. Title of Book. City: Publisher, Date.

Example:

Elsom, Derek. Weather Explained. New York: Henry Holt and Company, 1997.

Book with Two or More Authors

Format:

Last name, First name and First name Last name. Title of Book. City: Publisher, Date.

Example:

Harris, Geraldine and Delia Pemberton. Illustrated Encyclopedia of Ancient Egypt.
Chicago: Peter Bedrick Books, 1999.

Book with an Editor

Format:

Last name, First name, ed. Title of Book. City: Publisher, Date.

Example:

Silvey, Anita, ed. Children's Books and Their Creators. New York: Houghton Muffin
Company, 1995.

Magazine Article

Format:

Last name, First name. "Article Name." Magazine Title. Date: page #'s.

Example:

Ayad, Mariam. "Building a Pyramid." Calliope. September 2001: 14-18.

BIBLIOGRAPHY FORMATS

Newspaper Article

Format:

Last name, First name. "Title of article." Newspaper Name. Date, Section: Page #.

Example:

Salemy, Shirley. "Plan **Will** Aid Children." Philadelphia Inquirer. 2 Sept. 1998, M:1

Pamphlet

Format:

Last name, First name. Pamphlet title. City: Publisher, Copyright date.

Example:

Grayson, George W. The North American Free Trade Agreement. New York: Foreign Policy Association, Inc., 1993.

CD-ROM

Format:

Last name, First name. "Article Name." Title of CD-ROM. CD-ROM. Date.

Example:

"Treaty Redraws Map of Europe." Chronicle of the 20th Century. CD-ROM. 1996.

Article from POWER Library

Format:

Last name, First name. "Article Name." Magazine/Paper Name. Date of Article. Name of Database, Date of Access.

Example:

Watson, Traci. "Shuttle Program Chief to Resign After Probe." USA Today. 24 April 2003. EBSCO, 30 April 2003.

Internet Site

Format:

Last name, First name. "Article Name." (Online) Available Web Address, Date of Access.

Example:

Nice, Karim. "How DVDS and DVD Players Work." (Online) Available <http://www.howstuffworks.com/dvd.htm>. 2 April 2003.

Personal or Telephone Interview

Format:

Last name, First name of person interviewed. Type of Interview. Date of Interview.

Example:

Catalanotto, Peter. Personal interview. 25 May 2003.

PRESENTATION COMPONENT

DEFINITION	ORGANIZATION/ CONTENT	CREATIVITY	PRESENTATION	VISUALS/ CRAFTSMAN	QUESTION/ ANSWER
10	<i>Presents the graduation project in a well-planned, highly organized manner. Demonstrates mastery of content, provides supporting data.</i>	<i>Displays the highest level of creative strategies to enhance the visual presentation.</i>	<i>Presentation is persuasive and compelling. A 5-7 minute format synopsis is demonstrated. Proper attire is observed. Dressed for success!</i>	<i>Visual aids, exemplars and/or technology are used appropriately. Done neatly and show attention to detail.</i>	<i>Answer session uses efficient use of time (10 mins.) Presenter responds expertly & intelligently.</i>
8	<i>Presents the graduation project in an organized manner. Demonstrates the content provides ample information or data.</i>	<i>Creative strategies are used to enhance the visual presentation.</i>	<i>Portions of the presentation are persuasive & compelling. A 5 minute synopsis is evident. Dress is appropriate.</i>	<i>Visual aids, exemplars and/or technology are used. Has eye appeal.</i>	<i>Answer session uses adequate amount of time. Presenter responds with confidence and content knowledge.</i>
6	<i>Presentation of the graduation project is somewhat unorganized. Some basic information is lacking – data is cluttered and confusing.</i>	<i>Some creative strategies have been used.</i>	<i>Presentation is rote and flat. A 3-4 minute speech is observed. Dress is casual.</i>	<i>Visual aids, exemplars etc. are lacking. Minimal attention to detail. Weak execution and distracting to the eye.</i>	<i>Answer session uses adequate amount of time. Presenter's responses are confusing and limited.</i>
4	<i>Organization of the graduation project is confusing. Knowledge of content is vague. Much information is lacking or not comprehensible.</i>	<i>Lacks creativity.</i>	<i>Presentation is difficult to understand. A speech of less than 3 minutes is demonstrated. Dress is inappropriate.</i>	<i>Visual aid, exemplars etc. are not evident. Craftsmanship is sloppy. Not visually stimulating.</i>	<i>Answer session evident, but limited in time. Presenter appears flustered & uncertain.</i>
2	<i>Off Topic Missing Components</i>	<i>Off Topic Missing Components</i>	<i>Off Topic Missing Components</i>	<i>Off Topic Missing Components</i>	<i>Off Topic Missing Components</i>

STUDENT NAME

ORGANIZATION/
CONENT

CREATIVITY

PRESENTATION

VISUALS/
CRAFTSMAN

Q/A

SCORE/COMMENTS:

WRITTEN COMPONENT

DEFINITION	FOCUS Development of main idea or thesis statement	CONTENT Use of facts and detail provide explanations	ORGANIZATION Use of paragraph separation, transitions, and opening/closing statements	CONVENTIONS Evident control of grammar, mechanics, spelling and usage	BIBLIOGRAPHY Create an MLA Works Cited Page as a separate last page of your written component
5	<i>Clear thesis. Sharp development made about a specific topic.</i>	<i>Substantial use of detail in development of sophisticated ideas.</i>	<i>Well thought out. Sophisticated arrangement of content with transitions.</i>	<i>Evident control of grammar, mechanics, spelling and usage. MLA or APA documentation.</i>	<i>Cited multiple sources, alphabetized each entry, correctly underlined and quoted, indented the 2nd line of each citation, & double-space all entries</i>
4	<i>Thesis present, but not clearly defined nor sustained throughout the paper.</i>	<i>Sufficiently developed content with adequate elaboration and explanation.</i>	<i>Functional arrangement of content that holds logical order with some transitions.</i>	<i>Sufficient control of grammar, mechanics, spelling, usage and sentence formation.</i>	<i>Cited one source, may or may not have used correct format.</i>
3	<i>Evidence of a topic or main idea, but no specific point developed. Weak thesis.</i>	<i>Limited content with inadequate elaboration or explanation.</i>	<i>Confused or inconsistent arrangement of content lacking transition.</i>	<i>Limited control of grammar, mechanics, spelling, usage, and sentence formation.</i>	<i>Made an inadequate attempt to cite source, but missing most of the citing requirements</i>
2	<i>Little evidence of main idea and lack of development. No thesis.</i>	<i>Superficial and/or minimal content.</i>	<i>Minimal control of content arrangement. No conclusions drawn for the reader.</i>	<i>Minimal control of grammar, mechanics, spelling, usage, and sentence formation.</i>	<i>Did not cite sources</i>
1	<i>Off Topic Missing Components</i>	<i>Off Topic Missing Components</i>	<i>Off Topic Missing Components</i>	<i>Off Topic Missing Components</i>	<i>Off Topic Missing Components</i>

STUDENT NAME
SCORE/COMMENTS:

FOCUS

CONTENT

ORGANIZATION

CONVENTIONS

BIBLIOGRAPHY

SELF-MANAGEMENT COMPONENT

DEFINITION	STUDENT/ ADVISOR CONSULTATION	SUBMISSION OF FORMS	EVIDENCE OF PROGRESS	WORK ETHIC	PROJECT HANDBOOK
5	<i>Student initiates consultation with an advisor(s). Develops a schedule and meets with consultant on a regular basis.</i>	Student turns in all forms, neatly and ON TIME!	Student shows exceptional progress in all component areas. Uses checklists and is self-motivated.	Student demonstrates a passion for their work/research. Is an active participant.	Student exceptionally maintains a complete & well organized handbook..
4	<i>Student consistently meets with advisor(s). Develops a schedule of meeting dates.</i>	<i>Student usually submits forms on time.</i>	<i>Student shows progress in all component areas.</i>	<i>Student is motivated and shows an interest for their work/research.</i>	<i>Student maintains a well organized handbook. It is neatly arranged.</i>
3	<i>Student meets with advisor(s) occasionally. Develops a schedule, but fails to appear for or is frequently behind schedule.</i>	<i>Student needs frequent reminders to turn in forms. Forms are often late or done poorly.</i>	<i>Student shows progress in some areas. Needs reminders to stay on task.</i>	<i>Student is unmotivated and lacks effort.</i>	<i>Student has a handbook, but is a incomplete and organized.</i>
2	<i>Student fails to consult advisor & does not appear for regularly scheduled appointments.</i>	<i>Student fails to submit forms; needs reminders to turn in forms. Forms are frequently incomplete.</i>	<i>Student shows little or no progress. Is not self-motivated.</i>	<i>Student fails to be an active participant. Shows no effort to complete the project.</i>	<i>Student fails to complete the handbook.</i>
1	<i>No Evidence of Work</i>	<i>No Evidence of Work</i>	<i>No Evidence of Work</i>	<i>No Evidence of Work</i>	<i>No Evidence of Work</i>

STUDENT NAME

STUDENT/
ADVISOR

FORMS

PROGRESS

WORK ETHIC

STUDENT HANDBOOK

SCORE/COMMENTS: