



Timberlake High School Senior Project 2020-2021

Student/Parent Handbook



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Senior Project Introduction Page

The Timberlake High School Senior Project is a graduation requirement for all graduating seniors.

1. The senior project is designed to allow students the opportunity to research a specific area of interest and develop a high quality research paper. Students will participate in an oral presentation, presenting and elaborating on the topic of their research paper. Students will also be creating a powerpoint slideshow to coincide with their presentation.
2. Students will work on and complete their research paper in their senior English class.
3. Any senior who attends NIC full time, but plans on graduating from Timberlake High School, will be required to complete the senior project. The research paper submitted may be written and graded in the student's 1st semester NIC 101 or 102 class, but must still meet the requirements of a 5 – 8 page research essay. This essay must be printed out and submitted to Timberlake with a Blackboard print-out of the score received. The student will be responsible for completing and preparing for the oral presentation. Students must utilize their Lakeland School District student email regularly for updates and information from staff at Timberlake High School.
4. Any Timberlake Senior who takes an online English class (i.e.: IDLA) will be required to complete the senior project. The research paper submitted may be written and graded in the student's 1st semester senior-level English class, but must still meet the requirements of a 5-8 page argumentative research essay. If the class does not assign this type of research paper, then the student will still be required to submit one according to the guidelines in the Senior Project Handbook. The student will be responsible for completing and preparing for the oral presentation.. Students must utilize their Lakeland School District student email regularly for updates and information from staff at Timberlake High School.
5. Students who are not taking an English 4 or NIC 101/102 class during their 1st semester of the year they graduate will still be required to complete the senior project. Students must utilize their Lakeland School District student email regularly for updates and information from staff at Timberlake High School.

Overall Grading:

Students will receive a Pass/Fail grade for their senior project. In order to receive a passing grade, students must earn at least a 70% or proficient in *each* of the graded component areas which include the research paper, and oral presentation.

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Part 1: The Research Paper



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Senior Project – Research Paper

Argumentative Problem- Solution:

A problem-solution essay is a type of argument. "This sort of essay involves argumentation in that the writer seeks to convince the reader to take a particular course of action. In explaining the problem, it may also need to persuade the reader concerning specific causes" (Dave Kemper et al., *Fusion: Integrated Reading and Writing*, 2016).

In order to create a great problem-solution essay you need to come up with an argument for your solution to a chosen problem, or to emphasize a strong case that explains why that problem has to be solved urgently

(<https://pro-papers.com/problem-solution-essay-writing>).

Introduction

1. Identify the topic – provide general information about the main idea, explaining the situation so the reader can make sense of the topic and the claims you make and support.
2. State why the main idea is important – tell the reader why s/he should care and keep reading. Your goal is to create a compelling, clear, and convincing essay people will want to read and act upon.
3. State your thesis– compose a sentence or two stating the position you will support (your attitude) with (sound reasoning: induction, deduction), (balanced emotional appeal), and (credible resources) – this touches upon the main ideas you will use in your paper.

Body Paragraphs: Moving from General to Specific Information

Your paper should be organized in a manner that moves from general to specific information. Every time you begin a new subject, think of an inverted pyramid - the broadest range of information sits at the top, and as the paragraph or paper progresses, the author becomes more and more focused on the argument ending with specific, detailed evidence supporting a claim. Lastly, the author explains how and why the information she has just provided connects to and supports her thesis (a brief wrap up).

Rebuttal Sections: In order to present a fair and convincing message, you may need to anticipate, research, and outline some of the common positions (arguments) that dispute your thesis. If the situation (purpose) calls for you to do this, you will present and then refute these other positions in the rebuttal section of your essay.

Organizing your rebuttal section - When you rebut or refute an opposing position, use the following three-part organization:

1. **The opponent's argument** – At the beginning of your paragraph, you need to state, accurately and fairly, the main points of the argument you will refute.
2. **Your position** – Next, make clear the nature of your disagreement with the argument or position you are refuting. Your position might assert, for example, that a writer has not proved his assertion because he has provided evidence that is outdated, or that the argument is filled with fallacies.
3. **Your refutation** – The specifics of your counterargument will depend upon the nature of your disagreement. If you challenge the writer's evidence, then you must present the more recent evidence. If you challenge assumptions, then you must explain why they do not hold up. If your position is that the piece is filled with fallacies, then you must present and explain each fallacy.
4. **Conclusion:** Conclusions wrap up what you have been discussing in your paper. After moving from general to specific information in the introduction and body paragraphs, your conclusion should begin pulling back into more general information that restates the main points of your argument. Conclusions may also call for action or overview future possible research.

Lakeland School District - Senior Project

General Rules for the Research Paper

1. **Paper** – White, 8.5”X 11” paper, one-sided
2. **Length** – English IV /NIC English: 5-7 pages; College Prep: 6-8 pages
3. **Type** – Times New Roman, size 12 font, black ink
4. **Margins** – One inch on left, right, top, and bottom.
5. **Stapling** – Upper left corner of paper.
6. **Double Spacing** – Body should be double spaced unless you are typing one of the following:
 - a. **Lists** – Each list should be indented and single-spaced. If there is more than one list, double-space between the lists.
 - b. **Long quotations** – Quotes that are forty words or longer should be single-spaced and indented one inch from the right and left margin.
7. **MLA formatting** required – heading, page #'s, in-text citations, works cited page
8. **Point-of-View** –Except in rare cases, research papers are written in third person.

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Part 2: The Presentation



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Senior Project – **The Presentation**

1. Senior Presentations will be at the end of 1st semester. NNU students will need to contact their teacher for information on presentations.
2. The senior presentation is an oral type presentation going over the senior's research paper along with a powerpoint that coincides with the presentation.
3. Seniors are expected to dress professionally.
4. Evaluation: Seniors will be evaluated by their Senior English teacher.
5. A score of proficient or better is required in order to pass this component of the senior project.

Senior Project Problem Solution Presentation Requirements

What you will be doing:

Students will be completing a presentation over the topic they chose to write their Problem/Solution Research paper on. This formal presentation will explain what problem they found is and the three solutions to that problem.

Requirements:

- Slides must cover the following with verbal citations for research:
 - Introduction to your problem
 - A background over the problem
 - What is the problem
 - What are the negative impacts of the problem
 - Who/what is responsible for the problem
 - Who/what is affected by this problem
 - Why this problem matters to the audience
 - What is the BEST solution
 - What is the solution
 - What examples show your solution is possible
 - How would this situation work
 - How do we make this solution happen
 - Weaknesses of the BEST solution
 - Why would this solution possibly not work
 - REFUTE those weaknesses
 - Alternative solution 1
 - Discuss the background of the solution
 - How it was tried
 - How was it successful or not
 - Weaknesses /why it is not the BEST
 - Alternative solution 2
 - Discuss the background of the solution
 - How it was tried
 - How was it successful or not
 - Weaknesses /why it is not the BEST
 - Reaffirm
 - Re Explain why the BEST solution is the strongest and why is it better than the other two
 - Conclusion

- **Time Requirement**

- Presentations must be 8-10 minutes long
- Anything under six minutes or over twelve minutes will be an automatic fail

- **Minimum of 8 slides for the presentation**
- **Verbal citations are required for research- at least 5 must be verbalized**
- **Information must be organized and presented in a correct order**
- **Must provide a citation slide**
- **Formal Dress on presentation day**
- **Students must answer at least 3 questions from audience after the presentation**
- **Slides must be clean, clear, and visually appealing.**
- **Slides must have at least 1 image related to the topic on them**

Presentation Rubric