

**Vail Academy
and
High School
Senior Exit Project**



**Student and Parent Manual
Class of 2017**

Table of Contents

Letter to Seniors	
General Information	
Ideas to Get You Started	
Time Line	
Accelerated Schedule	
Appealing to the Advisory Board	
Parent Consent Form	
Letter of Intent Form	
Research Paper Sample (MLA Format)	
Grading Rubric for Research Paper (6 Traits of Writing).	
Research Paper Assessment Sheet	
Mentor Information	
Project Journal Format.	
Sample Journal Entries	
Time Log Sample (Filled).	
Portfolio Content and Information.	
Portfolio Grading Rubric.	
Presentation Information and Content	
Presentation Evaluation Rubric	
Calendar 2018 Marked	

Dear Senior Student:

Congratulations! You are approaching your final year of high school. The next few months will seem to fly by. You will be busy and productive and if you work hard, you will graduate.

What does it mean to graduate from Vail Academy and High School? Does it simply mean that you show up and get a paper that says you finished 12 years of school? Shouldn't graduation also show what you are capable of doing and that you earned your diploma? The Senior Exit Project (SEP) gives you a chance to prove to yourself and society that your 12 years in school were not spent in vain.

The SEP makes an important distinction between what the AIMS or other standardized tests measure and what you'll do in life. The SEP is aligned to help you succeed in college and/or in the workplace. The SEP requires that you write a well-formulated research paper, compile data, and present your work. This type of work imitates college and the workforce.

At the conclusion of the Senior Project you will feel proud of yourself and your school. You will have shown your family, friends and the community that you have the skills to succeed. You will have the opportunity to pursue what interests you, and in fact, you may find a potential career path or interest as other students have.

The faculty and staff at Vail Academy and High School are committed to helping you achieve your potential to succeed. Your parents will work with you in giving support and encouragement as you proceed through the project. You will gather other mentors around you that will guide and direct you as you acquire more knowledge and skills; each person wants to see you succeed.

Through the Senior Exit Project, you may choose a topic that is of interest, and value to you. You will be able to take off in any direction your interests lead you, and you will have the opportunity to share what you have accomplished during your presentation. At the end of the year you will be able to say, "I am so proud of what I accomplished in my senior year."

Yes, you will work hard. The senior year is not, contrary to what some think, the time to kick back and coast. Instead, it is a time to work hard to achieve your full potential, and to show to others all you have done and can do. We are confident that you will do a great job, although there may be a few bumps in the road along the way. We hope you are looking forward to the Senior Exit Project not as something that has to be done, but an opportunity that will put YOU and what you can accomplish at center stage.

Look forward to a GREAT senior year.

Eva L. Peters

EVA PETERS

Senior Project Advisor

General Rules and Information for Senior Project

The Senior Exit Project at Vail Academy and High School consists of four main components: a comprehensive research paper, the project itself (24 hours minimum of hands on work), a portfolio that documents the project, and a presentation about the project.

1. The Research Paper Will Demonstrate the Student's Ability To:

- Gather information and knowledge about a specific subject of choice related to project
- Exhibit strong subject content
- Use a variety of sources
- Be ethically sound (not plagiarized)
- Demonstrate excellence in writing

2. The Project Itself Needs to Be:

- A significant learning stretch (not something you already know)
- Completed outside of the school
- Student driven
- Supported by self with mentor advice
- Hands on/an actual work or project was completed by VAHS student.

3. The Portfolio Will Be:

- Representative of the learning journey
- Reflective
- A validation of the work done – documentation
- A verification of the learning process
- Digital – (optional)

4. The Presentation is:

- Formal, oral (no technology) presentations before a team of judges
- A review of all that you did and learned during the project
- The final event

The general structure of the Senior Exit Project is that seniors will complete most of their task via Moodle. Mrs. Peters will monitor progress. Moodle will break down the assignments to ensure that students meet their goals on time. The student will receive 1/2 credit for the SEP; this will be added to the transcript at the completion of the entire project. Senior Exit Project is mandatory in all Vail School District High Schools!

NOTE: If you select to complete an internship, see Mrs. Peters immediately to get information about combining some of the hours.

What are some ideas? How can I get started?

This summer, begin thinking about what you want to do. Find someone (an expert) who can help mentor you. Get prepared and don't procrastinate! Remember, Vail Academy and High School students do not shadow mentors; students actually complete a major task or project!

Here are some ideas of what others have done:

1. A student created a website for a non-profit organization. The student's mentor was an owner of a business. For the research paper, he chose to write about how technology has helped business owners.
2. A student selected to do Interior Design for their project. The student wrote their research paper on Feng Shui principles (Asian design). Their mentor worked at Home Depot, and helped them design a room using rearranging and low-budget ideas. The student recorded hours, obtained mentor's initials, and wrote experiences on journal every time she worked on the project.
3. A student rebuilt an engine (race car) with their mentor for their project. For the research paper, the student wrote about how NASCAR began. The student's mentor was an owner of the Tucson International Raceway and he understood all aspects of racing. The student recorded hours, obtained mentor's initials, and wrote experiences on journal every time work was completed.
4. A student chose to be a coach for one of the professional baseball clubs. For their research paper, they wrote about sports medicine (injuries). The student recorded hours, obtained mentor's initials, and wrote experiences on journal every time she worked on the project.
5. A student played in a band and he was very good. For his project, he chose to represent a band from Tucson, and he advertised for them. For his research paper, he chose to write about the the music business. His mentor was the owner of a recording studio in Tucson. The student recorded hours, obtained mentor's initials, and wrote experiences on journal every time she worked on the project.
6. A student volunteered over 30 hours in a foster care facility. For her research paper, she wrote about some major problems in the social services field. Her mentor was the manager of the facility. The student recorded hours, obtained mentor's initials, and wrote experiences on journal every time she worked on the project.
7. A student chose to work at a veterinary clinic. The student helped manage the clinic, and handled animals. The mentor was one of the workers in the clinic. The student wrote the research paper on neutering. The student recorded hours, obtained mentor's initials, and wrote experiences on journal every time she worked on the project.

Students have also chosen to work in schools, animal shelters, Habitat for Humanity, museums, food banks, churches, travel agencies, banks, news agencies, etc.

A WORD OF CAUTION FOR ALL THOSE "WANT-TO-BE" COMPUTER GAME PROGRAMMERS: This is harder than it looks. If you are not already programming, or in a higher level math class (which you really enjoy), then don't try to be a programmer as this requires serious math applications. There's not enough time to learn "C+" or some other language during this project. You can still do a computer-related project, but think of something other than programming a game.

Senior Project 2016-2017 time-line

The senior project counts as .5 credit and will have to be completed via Moodle.

Summer: Ideas for the Senior Exit Project (SEP) are seriously being considered. Mentors should also be considered.

August: Project must be identified. Parent consent form must be completed and signed by Wednesday, August 24, 2016. Student should try to secure a mentor soon. See Mrs. Peters for mentor handout.

September: Letter of Intent must be completed by Wednesday, September 7, 2016. The letter of intent must clearly specify what the student will be accomplishing. The letter will allow the advisors to know if the project is rigorous, realistic, and safe. Upon approval, the student may start gathering books, magazines, and other sources to get started on research paper.

October: Serious work has begun on the research paper and all work and resources are being documented. The first and second drafts of the research paper are being peer edited. Note: The research paper must follow MLA format, must be 8-10 pages, and must have 8-10 sources; only 7 sources may be from the Internet, the rest may be interviews, magazine, books, etc. There will be two free workshops after school to help you with your research paper. The workshops will be October 26 and 27.

November: The research paper must be turned in no later than **THURSDAY, NOVEMBER 17, 2016**. If the student is absent on the due date, it may be submitted electronically by 2:40 P.M. without penalty. If the paper does not receive a 70%, the rewrite deadline is December 4, 2015. If there is a second failure, the student will attend mandatory tutoring with Mrs. Peters; the fee will be \$45.00 for two after school sessions.

Late Paper-If the student is late with the research paper and there is no valid reason to support the circumstance, the student will lose ten points from their overall score, and will become ineligible to go on the senior trip. The student must immediately make arrangements with the advisor to turn in the paper.

Note: Research papers will be graded by graduate students from the University of Arizona. They will grade papers using the same criteria they use to grade their college freshmen. The paper must receive a 70% or above to pass; turn in your best work!

October-December: Students should start their project/mentor hours; a minimum of 24 hours must be completed. The hours must be hands-on work. Students must document the work by writing in their journals and filling out their time log. Initials will be required by the person supervising the student's hours. The student does not have to work directly with their mentor for all 24 hours; the mentor may act as a consultant, and the student can work at home under the supervision of a parent. The person who witnessed the student working, can initial the log. If you are doing an internship, please see advisor for specific instructions.

January: Students should continue working on completing hours. Students must document all activities. The students should take pictures, log hours, and write journals.

February: This month should be used to finalize the hours and to complete evidence. The electronic portfolio should be ready to be graded on **MONDAY, FEBRUARY 27, 2017 by 2:40 P.M.** The portfolios are judged by faculty. If the student fails the portfolio, the student has 4 days to resubmit; the most the student can receive after failing is 70%. **Note:** If the student is late with the portfolios, the maximum score the student may receive is 70% and the student will become ineligible to go on the senior trip. The portfolio and the hours must be completed in order for the student to graduate. Absent students still need to have it posted by the due date.

March: Presentation-WEDNESDAY, MARCH 8, 2017. The presentation must be 8-10 minutes long and it is usually judged by Vail faculty as well as community members. The presentation should not depend on technology; the students need to speak to judges about their project. If the student fails the presentation, the student has up to 5 days to prepare and present again. Student must pass the presentation in order to be eligible to go on the senior trip and in order to graduate.

Senior Showcase: Thursday, March 30, 2017. At this event, seniors present their project and portfolios to the community and demonstrate their knowledge of the subject to their friends, relatives, neighbors, and the junior class. This event is not mandatory, but 3 percentage points will be awarded for this activity. See you there!

Note: This project should give you the opportunity to learn what you are interested in learning outside of the classroom. Select a project that is challenging but that interests you. Enjoy!

Senior Project Accelerated Schedule

For those anticipating a December graduation date:

Throughout the project, a detailed journal should be kept documenting the time you spend on your project, this does not include research and writing. You will need to start a portfolio of your project that will include photos, journal, mentor log, and all the parts of the project as stated in the Senior Project Handbook. Only those few students who have been approved by the Principal and counselor for a December graduation will be able to participate in this accelerated Senior Project.

December graduation permission must be granted before August.

July: Project description completed. Mentor has been chosen. Letter of intent signed and approved. Parent consent form signed and returned.

August: Research paper begun. 1st draft completed and peer reviewed with comments.

September: Research paper 2nd and 3rd drafts, completed. Corrections made.

October: Final research paper completed and turned in for grading by October 16, 2014. Actual project is begun and hours are being logged. Research paper is graded by VAHS faculty and returned.

November: Project is completed. Portfolio is finished and turned in for grading by November 20, 2014 (before Thanksgiving).

December: A special judging board will be convened to listen to student's presentation. Student must select a day between December 2-5, 2014 to present. Final grade is posted on Semester 1 report card.

Appealing to the Advisory Board

The Advisory Board consists of one person, Mr. Dennis Barger. Because we are a small school, most issues can be handled by the Senior Project Advisors, but a student has the right to appeal a grade, topic approval, mentor approval, rules that need to be changed or amended, hardship cases that might prevent keeping on schedule, etc. The process for appealing to the board is as follow:

1. Student first approaches the Senior Exit Project Advisors with the issue or concern. If the issue cannot be resolved, the student will make an appointment to see Mr. Barger. If the student has documentation that they would like to present to the Advisory Board, this will be a great place to present it.
2. If needed, the Senior Project Advisors will be called in for clarification.
3. Mr. Barger will approve or disapprove the request, and he will let the student and the advisors know the outcome. Mr. Barger's decision is final.

Parental Consent Form

I understand that in the Vail School District a Senior Exit Project is required in order to graduate from high school. The Senior Project counts as .5 credits and will have to be completed via Moodle, not as part of a class.

As a Parent/Guardian of _____, I am aware that my son/daughter must complete and pass the three phases of the Senior Exit Project which are: the research paper, the project (minimum of 24 hours) with portfolio, and the presentation. My child must pass each component with a 70 percent or better.

For the actual project, my son/daughter has chosen to: (describe his/her project in as much *detail* as you can). Ensure that you are aware of expenses, or other special needs the project may require. Consult with you son/daughter if you have any concerns. The senior project is mandatory but your son/daughter may choose the topic.

My son/daughter has my permission to complete the projected stated above, and I agree to release Vail School District and its employees from all claims arising from financial obligation incurred, or damage, injury, or accident suffered while my son/daughter participates in the project that he/she has chosen.

Parent's/Guardian Name (Print) _____

Parent's/Guardian Signature _____

Date _____ Student's Signature: _____

This form must be signed and returned to the Senior Project Advisor before undertaking major efforts of the project. The topic must be approved by the parent and by the SEP Advisor prior to beginning work on the project.

Vail Academy and High School urges seniors to consider the safety and financial consequences when selecting a project. Illegal, immoral, dangerous, or projects that violate school rules will not be approved.

Letter of Intent Format

This is a formal business letter addressed to the Senior Exit Advisor(s), stating what you are going to do for your Senior Exit Project. It needs to be signed and dated by you. Major changes to your project or research paper will result in the need for another Letter of Intent. Moodle has examples for you to see.

Your Name

Your Address

Your City, State, Zip

Date

Senior Project Advisor

7762 E Science Park Dr.

Tucson AZ 85747

Dear Mrs. Peters:

In this first paragraph you give some background to your project. WHY did you choose this topic, and what were you thinking at the time? Briefly explain what it is you hope to accomplish by doing this project.

In the second paragraph, you explain what your research paper will be about, and how it will relate to your project. Give evidence that there is plenty of research that you can find about this topic, and that it will be a true research paper, not just a history or how-to paper.

In this third paragraph, you will state specifically that you will be doing for the project. Give as much detail as possible: what specifically will you need to do to complete it; how you will accomplish it, etc.... Give evidence this project will be a stretch for you and not something that you know how to do and therefore easy. Give evidence of a desire to do this for YOU, not simply as a graduation requirement.

The last paragraph state that you know what plagiarism is and that you are promising not to be involved in using information without proper acknowledgement. Express also that you realize if you or anyone else plagiarizes, you will not be allowed to complete the Senior Project, and in fact will not graduate.

Sincerely,

Your Signature

Your Name Typed

Your name, the professor's name, the course number, and the date of the paper are double-spaced in 12-point, Times New Roman font. Dates in MLA are written in this order: day, month, and year.

Elizabeth L. Angeli
Professor Patricia Sullivan
English 624
12 February 2012

Green text boxes contain explanations of MLA style guidelines.

Blue boxes contain directions for writing and citing in MLA style.

Angeli 1

Page numbers begin on and with page 1. Type your name next to the page number so that it appears on every page.

Toward a Recovery of Nineteenth Century Farming Handbooks

While researching texts written about nineteenth century farming, I found a few authors who published books about the literature of nineteenth century farming, particularly agricultural journals, newspapers, pamphlets, and brochures. These authors often placed the farming literature they were studying into an historical context by discussing the important events in agriculture of the year in which the literature was published (see Demaree, for example). However, while these authors discuss journals, newspapers, pamphlets, and brochures. I could not find much discussion about another important source of farming knowledge: farming handbooks. My goal in this paper is to bring this source into the agricultural literature discussion by connecting three agricultural handbooks from the nineteenth century with nineteenth century agricultural history.

Titles are centered and written in 12-point, Times New Roman font. The title is not bolded, underlined, or italicized.

The introductory paragraph, or introduction, should set the context for the rest of the paper. Tell your readers why you are writing and why your topic is important.

The thesis statement usually is the last sentence of the introduction.

The thesis is a clear position that you will support and develop throughout your paper. This sentence guides or controls your paper.

If your paper is long, you may want to write about how your paper is organized. This will help your readers follow your ideas.

To achieve this goal, I have organized my paper into four main sections, two of which have sub-sections. In the first section, I provide an account of three important events in nineteenth century agricultural history: population and technological changes, the distribution of scientific new knowledge, and farming's influence on education. In the second section, I discuss three nineteenth century farming handbooks in connection with the important events described in the first section. I end my paper with a third section that offers research questions that could be answered in future versions of this paper and

MLA requires double-spacing throughout a document; do not single-space any part of the document.

conclude with a fourth section that discusses the importance of expanding this particular project. I also include an appendix after the Works Cited that contains images of the three handbooks I examined. Before I can begin the examination of the three handbooks, however, I need to provide an historical context in which the books were written, and it is to this that I now turn.

Use personal pronouns (I, we, us, etc.) at your instructor's discretion.

When using headings in MLA, title the main sections (B-level headers) in a different style font than the paper's title, e.g., in small caps.

The headings used here follow an A-, B-, C-level system to break the text into smaller sections. The different levels help organize the paper and maintain consistency in the paper's organization. You may come up with your own headings as long as they are consistent.

Headers, though not required by MLA style, help the overall structure and organization of a paper. Use them at your instructor's discretion to help your reader follow your ideas.

HISTORICAL CONTEXT

The paragraph after the B-level headers start flush left after the headings.

The nineteenth century saw many changes to daily American life with an increase in population, improved methods of transportation, developments in technology, and the rise in the importance of science. These events impacted all aspects of nineteenth century American life, most significantly those involved in slavery and the Civil War, but a large part of American life was affected, a part that is quite often taken for granted: the life of the American farmer.

Use another style, e.g., italics, to differentiate the C-level headers from the B-level headers. The paragraph continues directly after the header.

Population and Technological Changes. One of the biggest changes, as seen in nineteenth century America's census reports, is the dramatic increase in population. The 1820 census reported that over 10 million people were living in America; of those 10 million, over 2 million were engaged in agriculture. Ten years prior to that, the 1810 census reported over 7 million people were living in the states; there was no category for people engaged in agriculture. In this ten-year time span, then, agriculture experienced significant improvements and changes that enhanced its importance in American life.

If there is a grammatical, mechanical, or spelling error in the text you are citing, type the quote as it appears. Follow the quote with "[sic]."

One of these improvements was the developments of canals and steamboats, which allowed farmers to "sell what has previously been unsalable [sic]" and resulted in a "substantial increase in [a farmer's] ability to earn income" (Danhof 5). This



improvement allowed the relations between the rural and urban populations to strengthen, resulting in an increase in trade. The urban population (defined as having over 2,500 inhabitants) in the northern states increased rapidly after 1820.¹ This increase accompanied the decrease in rural populations, as farmers who “preferred trade, transportation, or ‘tinkering’” to the tasks of tending to crops and animals found great opportunities in the city (Danhof 7). Trade and transportation thus began to influence farming life significantly. Before 1820, the rural community accounted for eighty percent of consumption of farmers’ goods (Hurt 127). With the improvements in transportation, twenty-five percent of farmers’ products were sold for commercial gain, and by 1825, farming “became a business rather than a way of life” (128). This business required farmers to specialize their production and caused most farmers to give “less attention to the production of surplus commodities like wheat, tobacco, pork, or beef” (128). The increase in specialization encouraged some farmers to turn to technology to increase their production and capitalize on commercial markets (172).

Use footnotes to explain a point in your paper that does not quite fit in with the rest of the paragraph.

Insert the footnote directly after the phrase or clause to which it refers.

In-text citations occur after the quote but before the period. The author’s/ authors’ name/s go before the page number with no comma in between.

Footnotes should be double-spaced and in size 12 Times New Roman font.

The technology farmers used around 1820 was developed from three main sources: Europe, coastal Indian tribes in America, and domestic modifications made from the first two sources’ technologies. Through time, technology improved, and while some farmers clung to their time-tested technologies, others were eager to find alternatives to these technologies. These farmers often turned to current developments in Great Britain and received word of their technological improvements through firsthand knowledge by talking with immigrants and travelers. Farmers also began planning and conducting experiments, and although they lacked a truly scientific approach, these farmers engaged in experiments to obtain results and learn from the results.² Agricultural organizations



were then formed to “encourage . . . experimentation, hear reports, observe results, and exchange critical comments” (Danhof 53). Thus, new knowledge was transmitted orally from farmer to farmer, immigrant to farmer, and traveler to farmer, which could result in the miscommunication of this new scientific knowledge. Therefore, developments were made for knowledge to be transmitted and recorded in a more permanent, credible way: by print.

If you delete words from the original quote, insert an ellipsis, three periods with a space between and after each one.

Transitions connect paragraphs and unify writing.

Notice how this paragraph ends with a brief mention of print sources and the next paragraph begins with a discussion of print information.

The Distribution of New Knowledge. Before 1820 and prior to the new knowledge farmers were creating, farmers who wanted print information about agriculture had their choice of agricultural almanacs and even local newspapers to receive information (Danhof 54). After 1820, however, agricultural writing took more forms than almanacs and newspapers. From 1820 to 1870, agricultural periodicals were responsible for spreading new knowledge among farmers. In his published dissertation *The American Agricultural Press 1819-1860*, Albert Lowther Demaree presents a “description of the general content of [agricultural journals]” (xi). These journals began in 1819 and were written for farmers, with topics devoted to “farming, stock raising, [and] horticulture” (12). The suggested “birthdate” of American agricultural journalism is April 2, 1819 when John S. Skinner published his periodical *American Farmer* in Baltimore. Demaree writes that Skinner’s periodical was the “first continuous, successful agricultural periodical in the United States” and “served as a model for hundreds of journals that succeeded it” (19). In the midst of the development of the journal, farmers began writing handbooks. Not much has been written on the handbooks’ history, aside from the fact that C.M. Saxton & Co. in New York was the major handbook publisher. Despite the lack of information about handbooks, and as can be seen in my discussion below, these

Body paragraphs have these four elements: a transition, a topic sentence, evidence, and a brief wrap-up sentence.

Notice how this paragraph begins with a transition. The topic sentence follows the transition, and it tells readers what the paragraph is about. Direct quotes are used to support this topic sentence.



Titles of published works (books, journals, films, etc.) are now italicized instead of underlined.

The paragraph ends with a wrap-up sentence, "Despite the lack . . .", while transitioning to the next paragraph.

handbooks played a significant role in distributing knowledge among farmers and in educating young farmers, as I now discuss.

Farming's Influence on Education. One result of the newly circulating print information was the "need for acquiring scientific information upon which could be based a rational technology" that could "be substituted for the current diverse, empirical practices"

(Danhof 69). In his 1825 book *Nature and Reason Harmonized in the Practice of Husbandry*, John Lorain begins his chapter by stating that "[v]ery erroneous theories have been propagated" resulting in faulty farming methods (1). His words here create a framework for the rest of his book, as he offers his readers narratives of his own trials and errors and even dismisses foreign, time-tested techniques farmers had held on to: "The knowledge we have of that very ancient and numerous nation the Chinese, as well as the very located habits and costumes of this very singular people, is in itself insufficient to teach us . . ." (75). His book captures the call and need for scientific experiments to develop new knowledge meant to be used in/on/with American soil, which reflects some farmers' thinking of the day.

By the 1860s, the need for this knowledge was strong enough to affect education. John Nicholson anticipated this effect in 1820 in the "Experiments" section of his book *The Farmer's Assistant; Being a Digest of All That Relates to Agriculture and the Conducting of Rural Affairs; Alphabetically Arranged and Adapted for the United States:*

Use block quotes when quotations are longer than four-typed lines.



Perhaps it would be well, if some institution were devised, and supported at the expense of the State, which would be so organized as would tend most effectually to produce a due degree of emulation among Farmers, by rewards and honorary distinctions conferred by those who, by their

Block quotes begin on a new line, are double-spaced, and are indented 1" from the margin. Do not use quotation marks. The citation information (author name and page number) follows the quote's end punctuation.



successful experimental efforts and improvements, should render themselves duly entitled to them.³ (92)

Part of Nicholson's hope was realized in 1837 when Michigan established their state university, specifying that "agriculture was to be an integral part of the curriculum" (Danhof 71). Not much was accomplished, however, much to the dissatisfaction of farmers, and in 1855, the state authorized a new college to be "devoted to agriculture and to be independent of the university" (Danhof 71). The government became more involved in the creation of agricultural universities in 1862 when President Lincoln passed the Morrill Land Grant College Act, which begins with this phrase: "AN ACT Donating Public Lands to the several States and Territories which may provide Colleges for the



Benefit of Agriculture and Mechanic Arts [sic]." The first agricultural colleges formed under the act suffered from a lack of trained teachers and "an insufficient base of knowledge," and critics claimed that the new colleges did not meet the needs of farmers (Hurt 193).

Periods occur before the end quotation mark if the citation information is given already in the sentence.

Congress addressed these problems with the then newly formed United States Department of Agriculture (USDA). The USDA and Morrill Act worked together to form

"... State experiment stations and extension services . . . [that] added [to] . . . localized research and education . . ." (Baker et al. 415). The USDA added to the scientific and educational areas of the agricultural field in other ways by including research as one of the organization's "foundation stone" (367) and by including these seven objectives:

- (1) [C]ollecting, arranging, and publishing statistical and other useful agricultural information;
- (2) introducing valuable plants and animals;
- (3)



If a source has more than three authors, use the first author's last name followed by "et al."

answering inquiries of farmers regarding agriculture; (4) testing agricultural implements; (5) conducting chemical analyses of soils, grains, fruits, plants, vegetables, and manures; (6) establishing a professorship of botany and entomology; and (7) establishing an agricultural library and museum. (Baker et al. 14)

These objectives were a response to farmers' needs at the time, mainly to the need for experiments, printed distribution of new farming knowledge, and education. Isaac Newton, the first Commissioner of Agriculture, ensured these objectives would be realized by stressing research and education with the ultimate goal of helping farmers improve their operations (Hurt 190).

Before the USDA assisted in the circulation of knowledge, however, farmers wrote about their own farming methods. This brings me to my next section in which I examine three handbooks written by farmers and connect my observations of the texts with the discussion of agricultural history I have presented above.

Note: Sections of this paper have been deleted to shorten the length of the paper

CONCLUSION

The conclusion "wraps up" what you have been discussing in your paper.

Because this is a B-level header, the paragraph is not indented.

From examining Drown's, Allen's, and Crozier and Henderson's handbooks in light of nineteenth century agricultural history, I can say that science and education seem to have had a strong influence on how and why these handbooks were written. The authors' ethos is created by how they align themselves as farmers with science and education either by supporting or by criticizing them. Regardless of their stance, the authors needed to create an ethos to gain an audience, and they did this by including tables of information, illustrations of animals and buildings, reasons for educational reform, and pieces of

advice to young farmers in their texts. It would be interesting to see if other farming handbooks of the same century also convey a similar ethos concerning science and education in agriculture. Recovering more handbooks in this way could lead to a better, more complete understanding of farming education, science's role in farming and education, and perhaps even an understanding of the rhetoric of farming handbooks in the nineteenth century.

The Works Cited page is a list of all the sources cited in your paper.

Works Cited

The Works Cited page begins on a new page. Center the title "Works Cited" without underlining, bolding, or italicizing it. If there is only one entry, title this page "Work Cited."

MLA now requires all sources to have a publication marker. For example, books receive the marker "Print" after the citation.

Allen, R.L. *The American Farm Book; or Compend of American Agriculture; Being a Practical Treatise on Soils, Manures, Draining, Irrigation, Grasses, Grain, Roots, Fruits, Cotton, Tobacco, Sugar Cane, Rice, and Every Staple Product of the United States with the Best Methods of Planting, Cultivating, and Preparation for Market.* New York: Saxton, 1849. Print.



Baker, Gladys L., Wayne D. Rasmussen, Vivian Wiser, and Jane M. Porter. *Century of Service: The First 100 Years of the United States Department of Agriculture.* [Federal Government], 1996. Print.



If a print source does not list a publisher and you can infer who the publisher is, place the publisher's name in brackets.

MLA no longer requires URLs in the Works Cited. Instead, you must write "Web" before the date of access in the entry. This serves as the entry's publication marker.

Danhof, Clarence H. *Change in Agriculture: The Northern United States, 1820-1870.* Cambridge: Harvard UP, 1969. Print.

Demaree, Albert Lowther. *The American Agricultural Press 1819-1860.* New York: Columbia UP, 1941. Print.

Drown, William and Solomon Drown. *Compendium of Agriculture or the Farmer's Guide, in the Most Essential Parts of Husbandry and Gardening; Compiled from the Best American and European Publications, and the Unwritten Opinions of Experienced Cultivators.* Providence: Field, 1824. Print.



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Grading Rubric for Research Paper

0-13	14-15	16-17	18-20
Below 70 percent	70 percent	80 percent	90 percent
<p>Ideas and Content: Are weak so that the message is unclear; details are vague</p>	<p>Ideas and Content: Are emerging and at times supported with details.</p>	<p>Ideas and Content: Are clear and details that are interesting, important and informative</p>	<p>Ideas and Content: Are strong with rich details that draw the reader in and create vivid images or clear messages</p>
<p>Organization: Is lacking so that the reader is often confused</p>	<p>Organization: Is emerging so that the reader can follow most of the text</p>	<p>Organization: Enables the reader to follow the text smoothly. Transitions aid reading. Reader follows point.</p>	<p>Organization: Shows close connection with each section anticipating the next. Transitions enhance understanding. Reader reads paper easily.</p>
<p>Voice: Is flat, dull, tentative, or inconsistent. Reader is not engaged with writing</p>	<p>Voice: Is emerging but is still limited. Passive voice; lack of engagement</p>	<p>Voice: Reader is engaged with paper. The message comes across with your words.</p>	<p>Voice: A lively imparts a personal flavor and interest that is you and shows your intense engagement with your topic and your reader.</p>
<p>Word Choice: Is vague, predicable</p>	<p>Word Choice: Shows some interesting and precise choice of words.</p>	<p>Word Choice: Your word choice is interesting and precise.</p>	<p>Word Choice: Rich, colorful, precise language moves and enlightens your reader.</p>
<p>Sentence Fluency: Sentences are choppy, difficult to read. Awkward word patterns slow the reading</p>	<p>Sentence Fluency: Sentences are fluent most times; some awkward word patterns slow the reading</p>	<p>Sentence Fluency: Sentences vary in length and style and are fluent and easy to understand.</p>	<p>Sentence Fluency: Your writing has cadence, power, and rhythm, movement, used strategically to support your purpose.</p>
<p>Conventions: Poor mechanics, grammar, spelling impede the reading of the text. Poor MLA formatting and citing sources</p> <p>Sources lack validity and often do not apply to research.</p>	<p>Conventions: Errors are minor but affect the reading of the text. Formatting and MLA citing sources was somewhat effective</p> <p>Some sources lack validity and some do not apply to research.</p>	<p>Conventions: Correct conventions facilitate the reading of the text. Adequate format including citing sources.</p> <p>Sources are valid and apply directly to research.</p>	<p>Conventions: Correct conventions facilitate the reading of the text. Conventions, used strategically add to impact of the text. Formatting and citing sources was noticeably correct</p> <p>Sources are valid and perfectly match research</p>

NOTE: University of Arizona graders highly recommend that your sources are valid and that they directly reflect research paper. You must receive a 70 percent to pass your research paper!

Vail Academy & High School

Research Document Assessment

Student: _____

Grade (Average): _____

Please rate each trait individually using 1-20 (twenty being perfect and one being the worst). If there is a five point difference in any one area between two graders, a third party must grade. For example, if one grader gives a 15 on conventions and the other a 9 on conventions, then a third party must grade *ALL* traits individually all over again. Use rubric included to assess.

	GRADER 1	GRADER 2	GRADER 3
IDEAS			
ORGANIZATION			
VOICE			
WORD CHOICE			
SENTENCE FLUENCY			
CONVENTIONS			

Mentor Information

The Senior Exit Project (SEP) is a mandatory requirement for all seniors in the Vail School District. Vail Academy and High School has very high standards for student success, and the student, as part of their project, is required to write an 8-10 page research paper that University of Arizona graduate students grade. They also have to complete a minimum of 24 hours of field work, and lastly, they have to give an 8-10 minute presentation to the community about their project and experience.

Mentors play a vital role in educating high school seniors outside of the classroom. When the student chooses their topic, they must secure a mentor who can offer them expertise in the chosen project. The student may work with the mentor one-on-one on site (this is ideal), or the student may use the mentor as a consultant and work from home. The student will call, email or visit the site to get help from the mentor when they need it. If the student works from home, their parent will initial the hours, but the mentor will be there to offer advice. Below is an explanation of expectations.

Mentor Agrees To:

- Sign a letter stating mentorship (this verifies student worked under mentor's expertise)
- Initial student's log (if work was completed under mentor's direct supervision)
- Allow the student to work on site (ideal)
- Provide the student with expertise (in person, via email, telephone, etc.)
- Terminate student at any time for any reason (student is responsible to secure another mentor)

Student Expectations

- Dresses professionally (according to site expectations)
- Is very helpful, courteous, and positive
- Is responsible (is on time, and shows initiative)
- Does not **inconvenience** mentor but **helps** mentor
- Is solely responsible for completing project (mentor is only there to offer expertise)

Mentors are welcome to judge Senior Exit Project presentations. For any questions, please contact me at peterse@vail.k12.az.us or call me at (520) 879-1926. Thank you for taking the time to consider being a mentor.

Eva L. Peters

Senior Exit Project Advisor

Project Journal Format

The Project Journal is a record of what you did each time you worked on your project. It is a “diary” of what you did, what you felt, what you accomplished or didn’t finish, your plans for the next time, your frustration, etc. The journal is an important piece of evidence for your portfolio, and it is important that you keep it up to date as you work on your project. **DO NOT** wait until the portfolio is due and then try to recall all that you did on the project!

A suggested format follows, but you can make your own. The journal should be handwritten, **NOT TYPED**, although typed is acceptable if your handwriting is not readable. **A composition notebook is recommended for this activity.**

Day and Date:

Start/Stop Time:

What I did (be specific):

What went right/What went wrong:

Today I’m feeling _____ because:

Next steps:

Your Signature.

Sample Journal Entries

Jan. 3, 2011 - Lowes 10:00 a.m. - 12:00 p.m.

Today I went to Lowes to purchase my supplies. It took longer than anticipated because my mentor told me not to use any supplies made out of recycled or pressed wood. I looked around and I finally had to ask an employee. The employee helped me select the material. I called my mentor and he will get with me about making the table.

2 hours

Jan. 6, 2011 - My house 9:00 a.m. - 1:00 p.m.

My mentor came over for about 30 minutes and he told me how to trace and cut the wood. I did what he told me. I ended up wasting some wood because I cut some pieces too short. This is harder than I expected and I am going to have to go back to get more wood. I am having fun though.

4 hours

COMPOSITION
Journal

Senior Exit Project

Project Time Log (Sample)

Date	Start Time	Action	End Time	Total Time	Validation (Initials)
1/3/2011	10:00 AM	Bought the supplies for my table (Lowe's)	12:00 AM	2 hours	elp
1/6/2011	9:00 AM	Traced all the pieces/mentor helped	1:00 PM	3 hours	elp
1/15/2011	11:00 AM	Cut all the pieces/wood was chipped	1:00 PM	2 hours	elp
1/15/2011	12:00 PM	Bought additional wood because of chip	1:00 PM	1 hour	sam
1/20/2011	9:00 AM	Completed cutting the wood for table	3:00 PM	6 hours	sam
2/3/2011	9:00 AM	Built legs of the table/table done	1:00 PM	4 hours	elp
2/5/2011	9:00 AM	Prepared the table for paint	12:00 PM	3 hours	sam
2/20/2011	9:00 AM	Completed project	3:00 PM	6 hours	sam
TOTAL HOURS				27	

Senior Project Portfolio Requirement

What is the Portfolio? The portfolio contains the evidence that you have successfully completed a Senior Exit Project. It contains everything you have done regarding your Senior Exit Project, and is presented to the judges as proof that you did what you said you did. The portfolio can be either in paper or digital format. If you are going to do a digital portfolio, please see Mrs. Peters before you begin.

Suggested Table of Contents for the Portfolio. The following is just a suggestion. The items that are required are marked with an **asterisk**, so they **MUST** be included. See the grading rubric for the specific items that will be graded. These are the minimum items and an excellent portfolio will always go beyond the minimum. There may be other things you may want to include in addition to the required items, and that is fine and is encouraged. The portfolio is divided into four main sections with smaller sub-sections in each. *Remember: this is the entire history and verification of everything you have done towards your Senior Project, and the more you put into it, the better it will be.*

I. Introduction

- * Table of Contents (use dividers in your portfolio to organize the sections)
- Dedication (to a family member or friend who helped you)
- * Letter to Judges (Essentially you are welcoming the judges who are grading your presentation; briefly explain what your project is). Half page is enough
- * Overview/Abstract (Tells WHAT your project is, WHY you chose your topic, WHAT your research paper is about, and HOW your research paper applies to your project). One page is enough
- * Letter of Intent
- * Parent Content Form (Shows that your parents knew and approved your project).

II. Research

- * Research Paper (Final version without the grading sheet; make sure all pages are displayed).

III. Evidence Verification (This will be the largest section as it proves completion of project).

- * Log of hours spent on project. (Total up your hours. Minimum 24 hours of hands on work, 30 hours suggested. This should be initialed by mentor or person who observed you working).
- * Mentor verification log. (Evidence that you had a mentor).
- * Journal of your daily activities (i.e. what you did each day and how you felt about it).
- * Photos of you doing your project. (Photos must be labeled; photos are highly encouraged!) CD's, DVD's, video tapes, or other electronic evidence of what you learned. The more evidence the better.

IV. Professional

- * Resume with information about your Senior Project (see template in MS Office)
- * Letter(s) of recommendation from an advisor or mentor

Certificates you may have earned while doing the Senior Project

Special awards or recognitions you received during your high school years, including letters of acceptance to colleges, trade schools, military, scholarships, etc...

Rubric for Senior Portfolios

Student's Name _____ Grader's Last Name _____

Directions: Score each box; 1 is lowest, 5 is the highest. If the document is not there, give the student a zero. The documents should be in order.

Section 1: Appearance and Introduction

- _____ Suitable cover page: suitable notebook and well organized into 4 major sections.
 - _____ Table of contents: clear and organized; contents reflect what is in portfolio.
 - _____ Letter to judges: welcoming to judges and briefly explains what the project is about.
 - _____ Project overview w/abstract: explains what project is, and how research paper applies to project.
 - _____ The reader should have a clear idea of what the student was trying to accomplish.
 - _____ Letter of intent: describes project plan in letter form; explains any deviations from original plan.
 - _____ Parent consent form signed by parent.
 - _____ ***(Up to 10 points)*** Overall appearance of portfolio reflects pride and a sense of accomplishment.
- TOTAL (Section 1)** _____

Section 2: Research Paper

- _____ Research paper: all pages neatly displayed and title showing.
- TOTAL (Section 2)** _____

Section 3: Evidence of Project Completion and Rigor

- _____ ***(Up to 10 points)*** Project log: student record of time spent on project, with hours totaled on each page student must have a minimum of 24 hours
 - _____ Mentor verification letter: student shows evidence that he/she worked with a mentor.
 - _____ Journal: written verification that the project was accomplished, and enough entries to show **rigor**.
 - _____ Other evidence: Photographs (labeled/well explained); CDs and DVDs labeled and in order.
 - _____ ***(Up to 15 points)*** Overall project shows a high degree of **rigor** and evidence that the student was stretched beyond their normal effect.
- TOTAL (Section 3)**

Professional

- _____ Resume; clear goals, adequate history, and information about Senior Project.
 - _____ Letter of Recommendation; could be used for job application, not from a parent.
 - _____ ***(Extra Credit Up to 5 points)*** Awards, Certificates, and other evidence of success.
- TOTAL (Professional)** _____

TOTAL SCORE _____

Presentation Information and Content

The presentation will be the last component, and in some ways, the hardest task you will do. For most students, the anticipation of the presentation is worse than the actual presentation; you will be surprised at how much easier the presentation is than you thought it would be.

You will present to a panel of at least three judges. One of the judges will be a staff member from our school. The others will be from the Vail Community or the Tech Park Businesses. They will grade you on your speech according to the rubric in this folder. The speech should last between 8 to 10 minutes and no technology is allowed. There will be time for you to set up any props that you need before your speech, and time for the judges to ask you questions after you are finished talking. You are not allowed to invite family and friends to your presentation - it's all up to you! You will need to dress up; gentlemen, an ironed shirt and tie, with nice slacks and shoes; ladies, wear a fancy pant suit, skirt and blouse, or dressy dress. The bottom line: **BE IMPRESSIVE.**

Your presentation should cover some of the following topics, but after the introduction, the order and depth of the content is up to you.

Introduction (Thank Judges first and foremost!)

- Yourself
- Your Family
- Your Time at VAHS
- Your Project

Body of Speech

- Specific details about your project
- Why you chose this topic
- What your research paper was about and how it supports and relates to your project
- An anecdote (personal experience) that happened during your project
- What you consider your greatest success
- What you consider to be a disappointment (i.e., not being able to finish, or get something done, or make impact you wanted to make)
- What you learned by doing this project
- How you think this may help you in the future (not just the project, but the whole event: the research, the speech, organization, time-management, etc..)
- What you would do differently if you had to do it over again

Conclusion

- Summarize what you learned
- "Thank you again for coming to my presentation. Are there any questions?"
- After it is clear they are done with questions, wish them a good night

Senior Project Presentation Evaluation

Student's Name: _____ Judge's Initials: _____ Room: _____

Time Started: _____ Time Ended: _____

Fails.....Approaches..... Meets.....Exceeds.....

(Students must get a 70 percent total to pass the presentation.)

Timing:

1-4 Points Under 4 minutes	5-7 points Under Time Limit	5-7 Points Over Time Limit	10 Points Met Time Limit (8-10 mins)
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Delivery:

5 Points Poor eye contact/gestures, body language Uses slang or informal language Poor dress and appearance No connection with audience Voice choppy, no logical flow of ideas Late and/or unprepared	15 Points Appropriate eye contact and gestures Too conversational or too formal Acceptable appearance Somewhat connects with audience Voice somewhat choppy but flows On time and generally prepared/organized	20 Points Strong eye contact Gestures complement speech Professional appearance Audience is engaged Smooth voice, logical flow On time, prepared, organized!	
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Content:

5 Points Poorly organized Poorly supported No relation between portfolio, research paper, and project Learning outcomes weak or not stated Poor use of props (if used)	15 Points Moderately well-organized Moderately supported Moderate relation between portfolio, research paper, and project Learning outcomes stated, but weak Moderate use of props (if used)	20 Points Very well organized Strong introduction/conclusion Great relation between portfolio, research paper, and project Clear learning outcomes, great use of props (if used)	
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Question and Answer

5 Points Vague answers Incorrect information Little poise or confidence while answering	10 Points Generalized answers, but correct Answers show understanding Generally confident about answering the questions	15 Points Clear concise answers Answers show deep knowledge Very confident when answering questions
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Overall:

5 Points Not impressive Dull presentation Material was not interesting	15 Points Average presentation Somewhat interesting Material provided had interesting components	20 Points	25 Points Wow! Engaging Very interesting!
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Fails.....Approaches..... Meets.....Exceeds.....

Scores: Timing: _____ Delivery: _____ Content: _____ Q and A: _____ Overall: _____

Judge's Comments: Use the back.

Total _____

