



**Instructor: Teresa Lee- Senior Project Coordinator**  
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**Grades: 11-12**  
**Conference: 4A and 5B**

## **Problems and Solutions Senior Project Syllabus**

### **STUDENTS, PARENTS, AND GUARDIANS:**

Welcome to Problems and Solutions, a course designed to coordinate the senior projects within the diverse programs of study. This course syllabus is designed to provide you with information regarding course objectives, expectations, and district/campus policies. Also please understand that this is a course plan and there may be adjustments made to the syllabus as the course progresses. Any changes made will be communicated accordingly. I am asking that you submit a confirmation to this document by signing the attached document that you have read and reviewed this information by August 28, 2015. Once I receive your confirmation, your student will receive a completion grade. I look forward to hearing from you and to the wonderful year ahead of us. Please see below for complete details regarding this course:

### **DESCRIPTION**

This course is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings. A minimum of 20 internship/job shadowing hours is required. This course is designed to provide students an opportunity to earn one advanced measure for the Distinguished Achievement Program.

### **STANDARDS**

The student applies mathematics, science, English language arts, and social studies in independent study.

The student uses verbal and nonverbal communication skills.

The student demonstrates professional ethical behavior standards and legal responsibilities.

The student designs and develops a research project related to their career interests.

The student uses technology needed to complete a research project.

The student evaluates the original research project.

### **OBJECTIVES**

- ✓ select an original independent study project for personal enrichment and professional development;
- ✓ use reading and research skills to investigate self-selected topics and compile a research portfolio;
- ✓ collaborate with an interdisciplinary team to develop a project;
- ✓ identify community, state, national, or international issues to select a project;
- ✓ conduct a project under the supervision of a mentor;
- ✓ use scientific methods of investigation;
- ✓ apply statistical concepts to analyze data, evaluate results, and draw conclusions;
- ✓ compare and contrast findings in a coherent and organized manner; and
- ✓ present the independent research project to an appropriate audience of experts in the field using a variety of technologies.
- ✓ listen actively and effectively in group discussions;
- ✓ use a variety of resources to access, process, and collect data relevant to the project; and
- ✓ document the time and cost to accomplish the project goal.
- ✓ analyze ethical challenges posed by factors such as cost containment, new and emerging technologies, and allocation of limited resources; and
- ✓ review legal issues related to the research project.

- ✓ identify processes to be used in the independent research project; and
- ✓ use resources to complete a project.
- ✓ use search engines, databases, and other digital electronic tools effectively to locate information;
- ✓ evaluate quality, accuracy, completeness, reliability, and currency of information from any source;
- ✓ prepare, organize, and present independent research, mentor experiences, and processes;
- ✓ accept constructive criticism and revise personal views when valid evidence warrants; and
- ✓ prepare and present scientific/technical information in appropriate formats to a panel of experts in the field of the research project.
- ✓ create weekly progress reports that address time management and goal setting;
- ✓ meet periodically with the teacher for conferences about progress, concerns, successes, and needs;
- ✓ conduct self-evaluations of speech presentations;
- ✓ compose written reflections regarding strengths and weaknesses as well as areas of growth;
- ✓ analyze the feedback from the panel of experts; and
- ✓ submit project results and analysis to mentors and experts.

## GRADING POLICY

### Daily/Weekly Grades- 50% Includes the following but not limited to:

- ✓ Class Assignments
- ✓ Internship Hours
- ✓ Weekly Journals
- ✓ To Do List
- ✓ Power Point
- ✓ Proposals

### Senior Project Assessments - 50%

- ✓ Presentations
- ✓ Portfolio
- ✓ Milestone Checks
- ✓ Prototype Completion
- ✓ Trifold Poster Completion

### Final Exam-Advisory Panel/Senior Showcase Night - 20% of the student's semester grade.

### In order to do well during a 6-week grading period you must:

- ✓ Turn in all assignments on time
- ✓ Complete weekly reports neatly and in a manner you would use in the workplace
- ✓ Receive at least an overall "proficient" rating from your mentors
- ✓ Complete all scheduled Intern conferences satisfactorily

## SENIOR PROJECT DOCUMENTATION

Students will be issued a SENIOR PROJECT MANUAL electronically and they will be required to preserve that manual at all times as it contains information necessary to be successful in their Senior Project Course. Documents in that guide are required material for this course as well and should be referred to for guidance and expectations. There are a few required documents that are important in working outside of the four walls of the campus. I have highlighted those documents below. Also please remember that as indicated in the MISD course book that students are required to provide their own transportation for needs associated with this course. (ie traveling to and from their internship/job shadowing location and/or meetings with an industry professional)

- ✓ **Intern Information Forms** - Complete and return all required information forms to the Internship coordinator before reporting to the internship site.
- ✓ **Weekly Reports** - A report of your work experiences is required **weekly**. This report includes the hours worked as well as a summary of work completed at the internship site. Each week these reports will be graded. So you should have a total of three for each progress period. This form may be submitted electronically or hard copy.
- ✓ **Intern Conferences** – Each 6 weeks interns will meet with the Internship Coordinator to evaluate performance and to check the progress of the intern's portfolio and final project. Students will receive notification of their conference and a grade will be given for attendance.
- ✓ **Confidentiality Agreement** – Document signed and kept on file with the Intern Coordinator
- ✓ **Professionalism Commitment** – A signed document holding the intern accountable for adhering to company and internship policy – if the commitment is jeopardized the intern will be placed on formal probation.

## **CLASS SUPPLIES**

- ✓ iPad or Laptop
- ✓ 1 inch 3 Ring Binder to be used for Student Portfolio
- ✓ Dividers
- ✓ Page Protectors
- ✓ Pencil or Pen
- ✓ Trifold Poster

## **MINIMUM REQUIRED ATTENDANCE**

**In Class Time: 35 hours** –Approximately

**Independent Work: 40 hours**

Participation is the key to a Senior Project Course. In addition to interns reporting to their internship/job shadowing location, the Problems and Solutions class will also meet as a group. Schedules will be designed based on the individual intern and intern sponsors needs. This schedule will be published and distributed to the intern, intern sponsor, and parent for confirmation and a signature will be required. Students will be evaluated based on their participation with their mentors as well as their class meetings. This course takes the approach of learning by doing; therefore, you will be expected to practice the principles that you learn. A calendar of daily assignments, assessments, and projects will be published in advance so that students may organize their time accordingly. It is imperative that interns report to their internship site on time and as committed. If an excused absence from school occurs you must communicate with your coordinator and the sponsor of your internship site in as soon as possible. (ADVANCE NOTICE) If this becomes an issue the intern will be placed on probation and could be removed from the site. If a student misses class during the time that the class meets as a group, they need to submit in writing a request for the work missed. Please include name, date requested and the days of class missed. (THIS CAN BE EMAIL)

## **ATTENDANCE/TARDIES:**

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Please be on time! An absence is defined as missing 20 minutes or more of any class.

- Tardy Policy
- Tardy 1 & 2 Verbal Warning
- Tardy 3 Phone call home
- Tardy 4 Office Referral

## **MAKEUP WORK**

**Late Work:** If an assignment is not turned in on time, it will be deducted 15 points for each day it is late. An assignment is considered late, if it is turned in after the due date and time posted in google classroom or if turned in after the teacher has collected the assignment from the class.

**Student absent:** It is the student's responsibility to request make-up work when absent. You will have the number of days to make-up work, as you were absent. For planned absences, student should request work missed in advance.

## **ACADEMIC DISHONESTY:**

Cheating or plagiarism of any kind is not acceptable. Work deemed copied/plagiarized will result in an automatic '0' for the assignment. Plagiarism is defined as "to steal and pass off (the ideas or words of another) as one's own: Use (another's production) without crediting the source; present as new and original an idea or product derived from an existing source" (Webster's Dictionary).

## **POSTING STUDENT WORK**

Student grades will be posted in Skyward parent portal within five business days for daily grades and major grades. Special consideration is given to major projects, including lengthy writing assignments.

## **CERTIFICATIONS**

No certification can be earned for this class

## CLASSROOM EXPECTATIONS

1. Respect for teacher and each other.
2. Snack and a drink is allowed until it becomes a disruption; be respectful of the classroom, please take care of your trash. No lunches, fast food, meals are allowed at any time.
3. Come to class prepared with required supplies.
4. Be on time for class
5. Students should use their iPads for assignments and not be on any other sites
6. Radios, headphones, DVD players or any other electronic device are fine at home, in your car or during lunch. Please do not bring them to class except when your teacher announces you can. Why? It is disruptive to the class and interferes with your opportunity to learn.
7. No sleeping

## CELL PHONE AND IPAD POLICY

- Cell phones are **not seen-out of site!** This means in all FHS classes, no cell phones will be out.
- Discipline
  - 1<sup>st</sup> Offense – Warning and parent contact
  - 2<sup>nd</sup> Offense – Teacher hold it for class period and parent contact
  - 3<sup>rd</sup> Offense and beyond – Teacher take up and turn phone into AP. Student pays \$15 fine. AP contact parent.
- Student forgets iPad or laptop, they **cannot** use phone instead
- Each teacher will have 4 laptops – students can check out for class period
  - 1<sup>st</sup> time to forget laptop and have to borrow one – warning
  - 2<sup>nd</sup> time to forget – parent contact
  - 3<sup>rd</sup> time and beyond to forget – referral

## SUGGESTED READING MATERIALS

Tracy, Brian. *Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time*. San Francisco, CA: Berrett-Koehler, 2001. Print.

Dorsey, Jason R. *Graduate to Your Perfect Job*. Austin: Golden Ladder Productions, 2004. Print.

## STUDENT & PARENT/GUARDIAN SIGNATURE PAGE

I have received and reviewed the policies and information for the Problems and Solutions Course taught by Mrs. Teresa Lee. My child/student and I understand that it is in their best interest that they adhere to the guidelines outlined in this document. Also I agree that you may communicate any information regarding this course using the information provided at the bottom of this signature sheet.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Please print clearly)

### Student Contact Information:

Student's Name: \_\_\_\_\_ Campus/Grade: \_\_\_\_\_

Primary Email Address: \_\_\_\_\_ Cell Number: \_\_\_\_\_

### Parent Contact Information:

Parent/Guardian Name: \_\_\_\_\_ Relation to Student \_\_\_\_\_

Primary Email Address: \_\_\_\_\_ Contact Number: \_\_\_\_\_