

## Senior Experience

### Course Syllabus

**Course Description:** Senior Experience allows students the opportunity to consolidate and showcase the learning from their high school years into a meaningful and relevant experience. It is their venue to connect with the world outside of school and to demonstrate they have the skills to go on to further education and/or enter the workforce. Senior Experience allows students to see the connections between what they are learning now and the application to their future lives. They become an “expert” in their chosen topic area and showcase the skills and abilities they have gained through their high school experience.

**Length:** Semester (may be done over the entire school year with special arrangements).

### Communication

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1010 E. Broadway	Digital Classroom: <b><a href="https://tinyurl.com/DIALDigitalClass">https://tinyurl.com/DIALDigitalClass</a></b>
Pierre, SD 57501	Phone: 605-956-0756

### Class Policies

- Because this course is on-line, it is important for you to ask questions whenever you need to. If your question has to do with your grade or your progress in the course, you should **email or call me**. **DO NOT LEAVE COMMENTS IN GOOGLE CLASSROOM**
- Even though this is an on-line class, we will still have many opportunities to work in groups and complete “hands-on” activities. Your class information and activities will be posted on Google Classroom.

- It is the student's responsibility to open the Lesson Calendar everyday to see the assignment for the day. If you were absent or plan to be absent you will know what you need to make-up.
- It is important for you to do your own work on the assignments, projects and quizzes. It is also important for you and the other students at your site (if there are other students) to be able to figure things out together and to learn with each other. If you are not sure about how to complete an assignment, ask your classmates. If they aren't sure either, post a question to the class stream. Work together – but do your own work!
- You can contact your instructor at the email address above. I read my e-mail each day and will usually reply to your email within 3 hours. If I am going to be away from my email, I will let you know by email or by posting a message in *Announcements* in Google Classroom. NOTE: **DO NOT SUBMIT ASSIGNMENTS THROUGH EMAIL. ALL ASSIGNMENTS MUST BE UPLOADED TO GOOGLE CLASSROOM OR POSTED TO YOUR PORTFOLIO.**
- I can be reached by telephone at the numbers and times listed above. You or your parent/guardian can also ask me to schedule a video conference using MEET if we need to discuss an issue face to face.
- As your instructor I am interested in hearing your comments and questions concerning the course content. I am here to help you to learn the course material. If you are having problems with the course, or just need to ask a few questions please feel free to email me or ask your facilitator to help you contact me.
- Attendance and Class Time: Since this class is on-line it is best for all those enrolled in the class at your school to work in the same room at the same time, so you can help each other. Use the assigned class time to work on the on-line course. It is easy to fall behind and very difficult to catch up once you are behind. Your facilitator will take attendance and handle excuses when you are late or absent from class, according to the policies of your school.

### Student Behavior:

A good work ethic is crucial to success in this course. Your facilitator will handle any discipline issues according to your school's discipline policy.

All assignments and projects must contain content that is appropriate for a K-12 classroom. Assignments or projects containing inappropriate material will not be accepted and may result in a grade of a 0 or, in extreme cases, removal from the course.

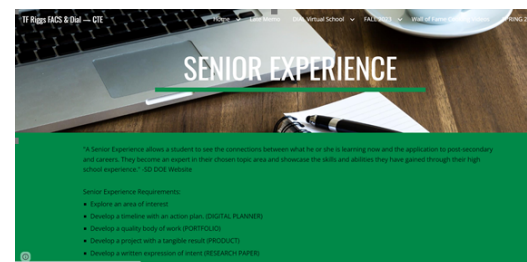
## Digital Classroom & Google Classroom

At the beginning of class you will receive a welcome email from your instructor. In the email will be a welcome and tutorial video, and your log in details for the Google Classroom Class Code.

In this class we will use TWO FORMATS for lesson delivery/completion.

### Digital Classroom:

Is the main hub, you should have this link bookmarked, this will be the main place where you will find the assignments for the week. All linked

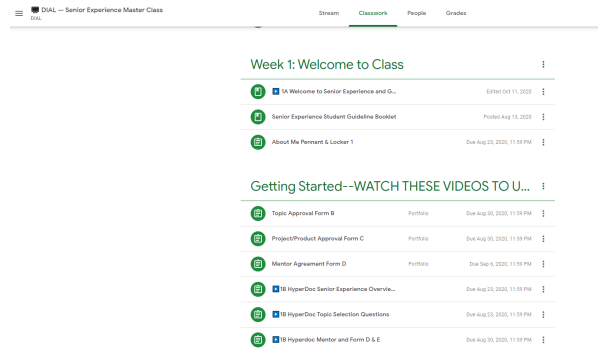


assignments and resources will automatically link you to the corresponding assignment in Google Classroom.

### Google Classroom:

This is your file cabinet of articles, videos, assignments, etc. IT IS A cache of files and makes navigating assignments difficult, which is why you will ALWAYS use your digital classroom FIRST!

Google Classroom is where you can check your grade, see upcoming and missing assignments, access resources, etc.



## Assignments and Projects

As stated above it is important that you complete your own assignments. It is also important to remember that using the ideas, works, pictures, or any other content developed by other people is illegal without their permission.

In order to be successful in an on-line class, you need to turn assignments and projects in promptly and consistently. For online classes use **UPCOMING** to stay current. Checking the **UPCOMING** frequently is your responsibility.

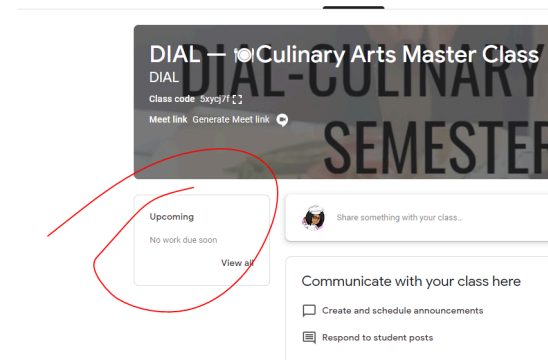
**Unexcused late assignments will always have points deducted.**

**Assignments not submitted for grading within a week after the due date will receive a "0" grade. Meeting the deadlines for your assignments is vital to earning a passing grade in this course.**

- *How do I hand in my assignments?* This is done by submitting the assignments through the *Assignment* within each week's module. Please refer to the *First Day of Class Video* in **Week 1 of Google Classroom** if you are having problems, or please email the instructor so that we can resolve the situation. You **must** continue working through the course in order to finish by the end of the semester or semesters. I will be sending status reports to your facilitator at mid-term and quarter breaks.

\*Reminder: You are responsible for your learning in on-line classes more than in any other classroom situation!

If you are absent from school for a school related event or an illness, please allow some extra time devoted to work on this course, in order to get caught up. Check the **WEEK'S LESSONS** to stay-up-to-date!



## Grades

Assignments, quizzes and projects are graded based on the maximum number of points possible. The number of points allowed for each assignment, project or quiz is shown at the top of each assignment. The number of points that are earned will be divided by the points possible to determine your percentage. The percentage earned determines your course grade and will be based on the grading scale used at your school. The percentage earned at the end of the course will be reported to your school and the grade assigned by your school.

### Instructional Philosophy and Delivery

Students will work independently and with a Senior Experience mentor. The online Senior Experience instructor is primarily a course facilitator and coordinator. Students will be responsible to complete the required course projects and meet their corresponding deadlines on their own. Course documents and templates will be contained within the online Senior Experience Blackboard course shell. During the course, students will need to draw on their academic skills in reading, communication skills and math; and apply these academic skills to completion of the project research paper, product, portfolio and presentation.

Communications with your project mentor and online Senior Experience instructor is key to your success. If you have problems or difficulties, it is your responsibility to contact your teacher or the appropriate individual for assistance. Email will be the primary method of contacting the instructor although telephone may also be used. The DDN two-way video network may also be used to “meet” with the instructor.

Successful completion of this course will also require you to use effective time management, organization and planning skills. Your work will be done without someone checking on your daily progress. A Project Timeline Planner is included as page 11 of this document. Determine your deadlines and plan your work accordingly to ensure regular on-going progress. **If you procrastinate and wait until the last few weeks of the semester to complete your Senior Experience it is likely it will not be completed.**

**Use of Community:** The community will be used as an extended learning lab. Students will work with a mentor from the community or school in the completion of the senior experience.

### **Senior Experience Phases**

**The Senior Experience consists of four phases.**

1. The first phase includes the preparation of a research paper by each student. The research paper contains a thesis that the writer proves (supports) or disproves through research evidence. A student should carefully consider a possible product before selecting a research topic since the product must have a direct tie to the research paper. Selection of a topic takes considerable thought. The paper exhibits the acquisition of knowledge through researching, writing, interviewing, and synthesizing an application of the real-world skills of time management, organization, self-discipline, persistence, and problem-solving.
2. The second phase includes the creation of a product that is an appropriate and logical extension of the research paper. The product must demonstrate the application of acquired knowledge through a reflective, physical, and/or intellectual stretch. It is recommended that the Senior Experience product be completed during the school year. However, certain exceptions may be considered. For example, agriculturally related products may need to begin the summer prior to the Senior year.
3. The third phase is the portfolio which includes specific writing throughout the senior experience period. These writings will include reflective and informative journals, business letters, resume, overviews, and a final Senior Experience reflection.
4. The fourth phase is a presentation before a Senior Experience panel with a ten to fifteen minute formal speech on the paper, the product, the portfolio and personal growth. A question and answer period will follow the presentation. The portfolio will be provided to the panel of judges for review. The Senior Experience panel can be composed of teachers, mentors, parents, and community members, preferably with knowledge or background of the Senior Experience area. The panel and portfolio experiences provide the student with an opportunity to synthesize the paper, product, and self-growth journey using communication skills related to fluency, knowledge depth, listening, explaining, defending, comprehending, and applying real world skills.

## SD Content Standards

The following South Dakota **academic content standards** are addressed in the course.

### Reading

- 12.R.1.1 Students can **interpret** the meaning of unfamiliar words by selecting context clues.
- 12.R.2.1 Students can **evaluate** how style affects the meaning of text.
- 12.R.2.2 Students can **read** fluently to comprehend grade-level text.
- 12.R.5.1 Students can **synthesize** information from multiple sources to **analyze** issues and to make decisions for research.

### Communication Arts

#### Writing

- 12.W.1.1 Students can generate correspondence for workplace or academic settings.
- 12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action.
- 12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice and presentation.
- 12.W.2.1 Students can edit a document for all conventions.

### Listening and Viewing and Speaking

- 12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication.
- 12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images and sounds to reflect, to inform, to persuade, or to entertain.

### Math

#### Number Sense

- 9-12.N.1.1A. Students are able to **describe** the relationship of the real number system to the complex number system.

The following **transferable work skills** are integrated in the course:

#### Foundation Skills

**Basic Skills:** Writing, speaking, listening, reading

**Thinking Skills:** Making decisions, solving problems, thinking creatively

**Personal Qualities:** Individual responsibility, self-management, integrity

#### Competencies

**Resources:** Allocate time, money, human resources

**Interpersonal Skills:** Participate as a member of a team, serve customers, exercise leadership.

**Information:** Acquires and evaluates information, organizes and maintains information, interprets and communicates information, uses computers to process information

**Technology:** Selects technology, applies technology to specific tasks

**Systems:** Understands systems

#### Assessment Plan

Students will receive a final percentage score for completion of the course (total points awarded/total points possible = %). The final score will be based on the different components of the Senior Experience as listed below. In accordance with DIAL Virtual School policy, the final percentage will be used by local school districts to determine final student course grades. Scoring rubrics are included as part of this syllabus.

<b><u>Item</u></b>	<b><u>Points Possible</u></b>
<b>Major Projects</b>	
Research Paper & Outline	250 points
Product	50 points
Portfolio/Journals	82 points
Oral Presentation	130 points
<b>Minor Assignments</b>	
Project Declaration	1 point
Form B Topic Approval	
Form C Project/Product Approval	
Form D & E	2 points
Topic Selection	
Overview & Due Dates	
Self Evaluations	2 points
Presentation Rough Draft	4 points
Research Paper Rough Draft	9 points
Thank You Letters	5 points
Planner Check #1	5 points
Letter of Intent	2 points

## GRADING RUBRICS RESEARCH PAPER EVALUATION

### 1. The Outline (40 points)

<b>Style</b> – formal in style, with no errors in numbering, lettering, or spacing	2	4	6	8	10
<b>Content</b> – includes a clear thesis statement, as well as specific information that will appear in the paper	4	8	12	16	20
<b>Organization</b> – matches the order of the paper that follows	2	4	6	8	10

**Outline Total \_\_\_\_\_/40**

### 2. The Paper (120 points)

<b>Style/Organization</b> – visually pleasing, with no issues with paragraphs, spacing, or indentation	2	4	6	8	10
<b>Introduction</b> – includes info. to engage readers, as well as a clear thesis statement and direction for the paper	4	8	12	16	20
<b>Focus</b> – maintains focus on the thesis statement throughout the work	2	4	6	8	10
<b>Structure</b> – strong topic sentences and well-developed paragraphs provide in-depth info. on the topic	2	4	6	8	10
<b>Transitions/Vocabulary</b> – utilizes transitions between ideas as well as intelligent or content-specific vocabulary when necessary	2	4	6	8	10
<b>Mechanics</b> – follows standard English grammar, punctuation, etc.	4	8	12	16	20
<b>Conclusion</b> – concludes with a final statement that does not simply repeat or rephrase the introduction	4	8	12	16	20
<b>Length</b> – meets or exceeds the minimum requirement of six full pages (not including the outline or works cited/bibliography)	4	8	12	16	20

**Paper Total \_\_\_\_\_/120**

### 3. Use of Research (90 points)

<b>Source Material</b> – includes info. from at least five reputable sources	4	8	12	16	20
<b>Inclusion</b> – paraphrased or quoted smoothly within writing	2	4	6	8	10
<b>Citation</b> – always accompanied by in-text or parenthetical citations that can be traced back to the works cited/bibliography	8	16	24	32	40
<b>Works Cited</b> – all sources noted in a works cited/bibliography document following APA style guidelines	4	8	12	16	20

**Research Total \_\_\_\_\_/90**

**Total Research Paper Points \_\_\_\_\_/250**

## JUDGES PRESENTATION EVALUATION (Average of all judges scores)

### 1. Presentation Content (50 points)

<b>Introduction</b> - personal introduction; reason for choosing topic; purpose of product/project clearly stated or implied; attracts attention	3	4	5	6	7
<b>Body</b> - clearly states main points; accurate, appropriate supporting details	11	12	13	14	15
<b>Organization</b> - logical flow of ideas	3	4	5	6	7
<b>Conclusion</b> - summarizes; reflects personal growth/learning	3	4	5	6	7
<b>Language Usage</b> - transitions; avoids slang; appropriate word choice	3	4	5	6	7



<b>Relation to Learning</b> - relates research to project and product to presentation	3	4	5	6	7
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**Content Total** \_\_\_\_\_

**2. Presentation Delivery of Speech (30 points)**

Non-verbal - eye contact, poise, posture, appropriate/natural gestures	2	3	4	5	6
Verbal - volume, rate, clarity of speech	2	3	4	5	6
Dress/Appearance/Demeanor - neat, appropriate dress; courteous, punctual and prepared	2	3	4	5	6
Audio/Visual Aids - support speech and enhance presentation; limited use of information on note cards	4	6	8	10	12

**Delivery Total** \_\_\_\_\_

**Presentation Total Out of 80** \_\_\_\_\_

**Product (50 points)**

<b>Well Constructed</b> - visually attractive; shows evidence of time spent in production in written, model, or visual form	5	15	25	35	45
<b>Evidence of Research</b> - product relates to research and to presentation	1	2	3	4	5

**Product Total Out of 50 Points** \_\_\_\_\_

**Judge's Evaluation of Portfolio (50 points)**

<b>Google Site</b> – Home page with requirements	2	4	6	8	10
<b>Proposal</b> - Letter of intent with proposed product	2	4	6	8	10
<b>Mentor</b> - Mentor agreement form and mentor logs	2	4	6	8	10
<b>Journal</b> - Five journal entries	2	4	6	8	10
<b>Paper</b> - Outline, final paper with works cited	2	4	6	8	10

**Portfolio Total Out of 50 Points\*\*** \_\_\_\_\_

\*\*The rest of the 32 Points for the Portfolio come from uploading, development, and other assignments that are required to build your portfolio.