

# Get Knighted!



**EXETER WEST GREENWICH SENIOR HIGH  
2021-2022 CAPSTONE HANDBOOK**



# ~ All About EWG ~

## MISSION STATEMENT

The mission of the Exeter-West Greenwich Senior High School is to graduate young adults with the knowledge, skills, and abilities needed to achieve their goals and become responsible members of their communities.

## CORE VALUES

KINDNESS -- INTEGRITY -- RESPONSIBILITY -- RESPECT -- PERSEVERANCE

## BELIEFS ABOUT STUDENT LEARNING

Students thrive and achieve...

...in an environment that is safe, tolerant, and respectful.

...when held accountable to rigorous standards and supported to reach them.

...when they advocate for their own learning and achievement.

...when they are exposed to activities that require critical thinking.

...when they direct their own learning, and are challenged and encouraged to grow.

## STUDENT LEARNING EXPECTATIONS

Students will demonstrate proficiency in the following:

### APPLIED LEARNING EXPECTATIONS

**Communication:** Students effectively and clearly transfer information from one group (or individual) to another according to the conventions of the discipline.

**Critical Thinking:** Students gather and evaluate information from various sources and use that information as a guide to form and justify opinions or conclusions.

**Problem-solving:** Students identify a problem, employ a strategy to solve the problem based on available information/data, then propose a solution for the problem.

**Collaboration:** When working toward a common goal or group task, students contribute information and/or feedback, consider and respect the ideas/opinions of others.

**Research:** Students gather sufficient data, information, and/or facts from appropriate sources in order to complement content knowledge.

## CIVIC AND SOCIAL EXPECTATIONS

**Responsibility:** Students attend and participate in classes, prepared and on time, and produce the highest quality work of which they are capable.

**Respect:** Students demonstrate self-worth, exhibit courteous behavior, and value the beliefs and opinions of others.

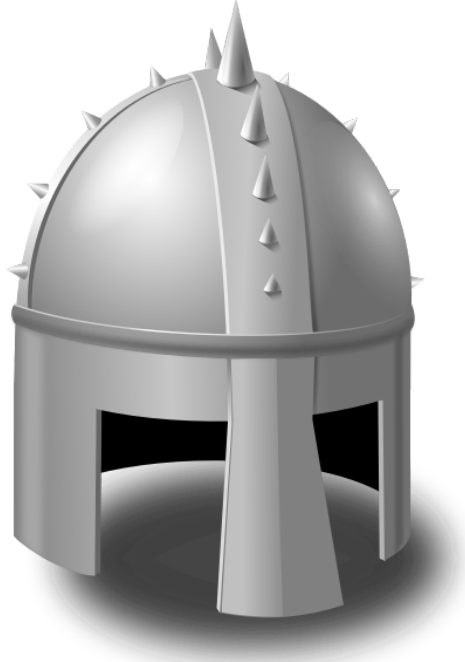
**Community Service:** Students will complete 10 hours of community service.

## Acknowledgements

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***Put on your armour, choose your quests,  
and take the oath to get KNIGHTED!***



The purpose of this handbook is to provide the requirements, guidance, and some tips to you - the Class of 2022 - at the beginning of your Capstone journey so that you are prepared for what lies ahead. Your Capstone has many quests, and it is important that you are successful at each one to ensure you meet the graduation requirements.

Ask questions, never assume, and take advantage of the resources available to you. If something is in this Handbook, it is important - so pay attention! And if it is repeated throughout this handbook, it is extra important!

There is a clear path between the start and successful completion of your Capstone project. Your journey will be challenging, and you have been preparing for this for the past 12 years, but once you take the oath (do your presentation), it will all be worth it - GRADUATION!

***Seniors of the Class of 2022 - Get Knighted!***

# ***Exeter-West Greenwich Senior High School***

## ***Senior Capstone Project***

### ***OVERVIEW***

#### ***The Purpose***

The Senior Capstone Project provides students an opportunity to select a topic of interest, preferably future-career related, and to assume responsibility for their own learning by planning, executing, and presenting their research, product, and experiences using their educational experiences while enrolled in Exeter-West Greenwich Senior High School.

Students can begin the process of choosing their project during their Junior year. Once approved and the necessary forms submitted, they can begin planning their fieldwork, find a mentor, and start researching. Students continue working throughout their senior year, supported by EWG's faculty. Finally, they present their work three ways: through research, a product, and a presentation.

#### ***The Project***

The Senior Capstone is a graduation requirement required by the Department of Education. This project allows students to engage in a personalized learning experience utilizing interdisciplinary skills and knowledge while investigating a chosen area of interest. Capstone offers broad opportunities so that all students can achieve at high standards and apply their knowledge and skills in real world situations. Capstone allows students to demonstrate proficiency through a comprehensive exhibition which makes meaningful connections between the skills they have acquired during their years at EWG Regional School District and the the outside world.

The major components of the Senior Capstone Project include:

- Research
- Fieldwork & Product
- Website
- Presentation

**The Senior Capstone Project provides students the opportunity for the practical application of their classroom experiences and to demonstrate the skills needed to be successful in the workplace.**

# Getting Started

*Choosing a Topic* Choosing a topic for your Capstone project is the first big quest of your journey. This is an opportunity for students to explore something they may pursue as a career or to challenge themselves in learning something new. One of the most important aspects when choosing a topic for Senior Capstone is that it must be a learning stretch of personal choice. A learning stretch is a demonstration of knowledge and research over and beyond previously learned material.

The Senior Project Coordinator and Review Board will approve no topic unless there is clear evidence of a learning stretch. Students must be actively engaged throughout the entire Capstone process, therefore choosing a topic carefully and wisely will determine the success of the project. Parents and guardians must also approve of the project and complete the required Liability Forms. All projects must be ethical, moral, and safe.

Remember, you cannot begin your fieldwork before receiving approval from the Senior Project Coordinator.

Besides **being passionate** about your project, it is important to have a topic that is focused and achievable. For example, writing 10 original songs and recording them for a demo CD is pretty ambitious for a busy senior year. However, writing and recording two original songs is achievable. You can always do more than two if there is enough time!

**Pick a topic that will benefit you.** You are going to spend a lot of time with this project. Next May, when your presentation is over, you will want to walk away with something - the career research you will appreciate, the skill you always wanted time to learn/develop, the worthy cause you wanted to help - make it worth it!



## **TOPIC ANALYSIS**

Consider the following thought-provoking questions before choosing your topic:

- Which classes have you taken that you really enjoy?
- What would you like to learn more about?
- What would you like to do better?
- What do you wish you had more time to do?
- What is a controversial issue that interests you?
- What is a profession you think about but have not seriously explored?
- What is one handcrafted item that you wish you could make?
- What is one thing that you think needs improvement?
- What can you not do now, but would like to learn?
- What community group(s) do you admire?
- What do you want to accomplish 5 or 10 years from now?

## **TIME/COST ANALYSIS EXAMINATION**

Consider the following questions to determine if your Senior Project is realistic in terms of time and money necessary for success:

- How much time do you estimate you need to build or create your product? (Remember, 40 fieldwork hours are the minimum required!)
- What will the cost of building or creating the product entail?
- What raw materials will you need to build or create your product?
- What research resources will you need to build or create the product?
- How much space will you need to build or create the product?
- What human resources will you need to produce the product?
- Are there any transportation issues to be resolved?
- What, if any, will the instructional costs involve?
- What additional costs will be involved for the completion of the product?

**When submitting assignments that you have made a copy of to Google Classroom, be sure to change the assignment name from “Copy of XXXXXXX” to “Last Name, First Name: XXXXXXX”.**

## *Proposal*

The proposal is the beginning of Capstone. Your proposal needs to demonstrate a “learning stretch”, which means your project needs to go beyond your base knowledge and enter the stretch zone. The stretch zone is just outside your comfort zone; it is where the most optimal learning occurs. For example, if you are an artist who specializes in 2 dimensional work, a good learning stretch for you may be to explore 3 dimensional work or teach an artistic skill to someone else.

Students who take time to think, discuss, and explore ideas with parents, teachers, and community members are usually able to create a well-crafted, usable proposal that meets Capstone criteria without rewriting the proposal several times. A good proposal should be so well-written that parts of it can be used later in your presentation and Letter to the Judges.

## *Declaration Poster*

Once your proposal is approved, each student will create a poster announcing their chosen topic for their Capstone Project and anticipated Thesis Statement to the Exeter-West Greenwich School Community. The variety of Capstone topics is exciting and showcases students’ commitment to meeting the graduation requirements. The posters will be prominently displayed in a designated area in the High School Foyer.

- Standard size paper (8.5" x 11", white, portrait)
- Project Topic/Title....at the top
- Appropriate Image...in the middle
- Anticipated Thesis Statement
- Identify Your Product
- Your Name...at the bottom under thesis
- All text should be centered

## ***Liability Forms***

Use the link above to open the needed liability forms for the Senior Capstone Project. These forms need to be completed and returned in order to move forward with your project. Do not start working on your project until these forms are submitted and you receive word that you are cleared to continue.

Forms include:

- Parent Acknowledgement
- Student Acknowledgement and Liability
- Ethical Commitment
- Media and Student Work Release Forms
- Parent/Guardian Release for Letter of Intent/Parent Consent Form
- Parent/Guardian Liability Form
- Signature and Acceptance

## ***Timeline***

Your Capstone project is a student-driven project. One of the early steps in the Capstone process is developing the best timeline to suit the individual student's needs. Some items will have specific due dates, where others will be student-chosen.

# ***Resume***

An important part of your senior year is preparing a resume for your post-graduation endeavours. You may already have a resume, and if so, you can use/modify that one. You may find it helpful to use a digital service for this, such as LinkedIn. If you are using LinkedIn, submit using a link to your LinkedIn page.

## Required Elements

### **Your Information**

Name  
Address  
Email

### **Education**

Projected High School Graduation  
Name, city, and state of high school(s)  
GPA information (weighted and unweighted; only include if GPA is above 2.8)  
Types of Course(s) Taken  
Anticipated Educational Plans Post-Graduation (if applicable)

### **Abilities/Skills**

Use at least one Student Learning Expectations and describe how you excel at it  
Use at least one Civic and Social Expectations and describe how you excel at it  
Use action verbs to describe and stress your accomplishments, results, or abilities

### **Experience**

In reverse chronological order, list previous/current employment  
Do not repeat information from skills section but list the following:  
Name of employer/organization  
City and state of employer/organization  
Dates of employment/belonging  
Job Title & Description

### **Activities/Interests (including community service and volunteer work)**

These can be separate if there is enough of each to warrant such

### **Honors/Awards**

#### Design Requirements

- Typed
- Readable (clear, crisp) font - conservative - no script, scrolls, or curls
- Your name and headings should stand out (bold font, larger font, underlining)
- Fit to one page
- Bulleted phrases, no complete sentences (no punctuation at sentence end)

# Fieldwork

Fieldwork - the “hands-on” part of the Capstone Project. You are required to participate in and document at least 40 hours of Fieldwork for your Capstone project. Those students participating in a CTE Pathway must do their fieldwork in their field of study to contribute to their 80 hours of work-based learning. Your fieldwork time may be used to build/create a physical object, learn a new skill, or complete a job shadow or internship (see “PRODUCT” section). Your field work may build on previous knowledge or experience, but it must show a learning stretch. Fieldwork cannot simply be a continuation of a current job or extracurricular activity. If you are truly stretching, your project will be challenging but achievable.

Your fieldwork must be guided by an expert - your mentor - and be thoroughly documented in your Fieldwork Journals and Fieldwork Time Log. Fieldwork Journals are a more informal documentation of what is being learned, almost like a diary of the learning process. Additionally, it is a place to document what you found interesting or strange, and identify what you want to learn more about.

Make sure your mentor knows about the research paper requirement. Your mentor is an expert and they are a wonderful resource for issues in your field, one of which may make an interesting and fulfilling research paper!

## Fieldwork Focus Areas

### *Service Learning Field Work*

- Topics for service learning field work focus on active participation with a service organization; all participants involved gain from the experience
- The fieldwork must be based on an actual community need
- Students should work with an existing organization to meet its needs
- Documentation of service hours and contributions to the organization is required
- The activity must present a challenge or learning stretch to the student

Examples include working with...

- ❖ Animal Shelters
- ❖ Political Campaigns
- ❖ Food Pantries
- ❖ Critical Response
- ❖ Technical Theater Support
- ❖ Museums
- ❖ Youth Sports

### *Self-Development Field Work*

- Topics for self-development of field work focus on learning or developing a skill or designing, creating, constructing a product
- The skill learned must be demonstrated or the product created must be presented
- Students are required to work with a person who has expertise in the area of field work

- The activity must present a challenge or learning stretch for the student

Examples include:

- ❖ Flying Lessons
- ❖ Scuba Diving Lessons
- ❖ Music Lessons
- ❖ Art Lessons
- ❖ Learning a Language
- ❖ Starting a Business

### *Career Field Work*

- Topics for career fieldwork focus on an internship in the area of study the student may pursue after college.
- Students must create a specific product for display during their presentation (eg. newsletters, work manual, business report, website, advertisements, computer programs, a portfolio of your experience, video timelapse with commentary)
- The activity must present a challenge or learning stretch for the student

Examples include volunteering with:

- ❖ Doctors, dentists, ophthalmologists, orthodontists
- ❖ Lawyers
- ❖ Teachers, Youth Workers
- ❖ Law Enforcement
- ❖ Coaches
- ❖ Veterinarians
- ❖ Archeologists
- ❖ Computer Programmers, etc

### *Curricular-Based Fieldwork*

- Topics for curricular based field-work focus on an academic area.
- A final product demonstrating the investigation into the area is required (eg. scientific article, website, actual product, laboratory journal with analysis, etc.)
- The activity must present a challenge or learning stretch for the student

Examples:

- ❖ Writing Books and Articles
- ❖ Mathematical Projects
- ❖ Original Research

## Your Mentor

Each student is required to have a Mentor for their project. While parents or friends may have a suggestion for someone to act as your mentor, **you** should be the one who makes contact with him/her.

- ❖ *What you put in is what you get out, so do not be afraid to communicate during your fieldwork what exactly it is you want to achieve.*

### **Before you choose an expert/mentor:**

- Read the requirements and responsibilities handout
- Verify your Capstone Project has been approved
- Identify specific requirements an expert needs to assist you with your project/fieldwork

### **Information you will need to know about your mentor:**

- Name
- Place of Employment
- Job Title
- Years of experience in your area of interest
- E-mail address
- Mailing address
- Work Phone and/or Cell Phone
- When s/he is available to meet with you during the summer/school year
- Where and when you will meet

### **Your first meeting:**

- Take a copy of the mentor packet and the list of requirements and responsibilities
- Take a copy of your capstone project proposal, cost analysis, and timeline
- Be prepared to explain your project
- Dress appropriately and be well-groomed
- Be punctual
- Take paper and writing instrument or your Chromebook with you to the meeting
- Introduce yourself in a professional manner - firm handshake, smile, and eye contact!

### **Requirements for Your Mentor**

- Must be over twenty-one (21) years of age
- May NOT be a relative by blood or marriage
- Must be available for consultation with the student during the fieldwork stage
- Must be an expert with significant experience in the student's topic
- Must complete the Senior Capstone Agreement-to-Mentor Agreement and Fieldwork Verification Forms. These can be found in the [Mentor Handbook](#).

*NEW ADDITIONS (9/8/21): Mentors will be invited to your Capstone Presentations.  
You will also be writing your Mentor a THANK YOU LETTER.*



## Fieldwork Journal Entries

### [Template](#)

Your Fieldwork Journal Entries is a written journal (blog, diary) in which you recount your experiences and trace your steps while working on your fieldwork. Note that your fieldwork is *not* your research. The journal entries become a major piece of your Capstone presentation.

- One (1) Fieldwork Journal is required per working session where the length of the entry is proportional to the time spent working during that session
  - Example: Someone who does a ride-along with a police officer and interns as a dispatcher may have worked for 5 8-hour shifts. This person may have 5 journal entries, each one being substantial in length as it covers an 8-hour period
  - Example: Someone who works in a laboratory for 2 hours with their mentor each session may have 20 shorter fieldwork journal entries.
- Fieldwork Journals need to include dated photos and/or videos from that session *that show the learning process*
  - Take photos THROUGHOUT your working time or do a timelapse video
  - Too many photos isn't a problem...but not enough is a major problem! When in doubt, take pictures and videos! It costs you nothing to take photos & videos!
  - Caption all photos with a brief description.
  - All photos and videos should be dated
- Your journal entries (written words) should talk about what you are learning that's new (learning stretch, how you are pushed beyond your comfort zone) and what you are experiencing during this process. Write your entries so the reader knows what you were doing, what you were learning, your thoughts while doing so, and where your work is going next.
- Include any pictures, sketches, diagrams, photographs, letters, and/or emails that relate to your project. These items should document your fieldwork progress and allow readers to see what you are writing about. If you produce an item during your fieldwork, be sure to include photographs throughout the process!
- At the end of your fieldwork experience, your mentor will need to fill out the Senior Capstone Mentor Verification Form in the [Mentor Handbook](#).

# Research

## Research

The research is an integral part of your Capstone project because it allows you to gain scholarly knowledge on your topic. Demonstrating that you know how to perform and report research in a field of interest is an important skill you should be able to do at this point in your educational career.

Like the project selection, completing and formatting your research will be easiest if you are genuinely interested in the topic you select. Presenting your research on something you have absolutely no interest in is very difficult.

## Thesis

You will need to write a Thesis Statement where your main claim is debatable. Read more about a thesis statement [here](#). If you need to change your thesis after your project has been approved, you must schedule a meeting with the Senior Capstone Coordinator.

A thesis statement...

- Is specific
- Is an assertion, not a statement of fact or observation
- Takes a stand, rather than announces a subject
- Is the main idea, not the title of the paper
- Makes a promise to the reader about the scope, purpose, and direction of your paper
- Identifies the relationships between the pieces of evidence that you are using to support your argument
- States the conclusions that you have reached about your topic

## Sources

Books, database articles, and an interview with someone knowledgeable (like your mentor) are acceptable references. Encyclopedias are not acceptable sources. You must have a minimum of 5 scholarly sources, including the interview. Include a works cited page using proper MLA formatting with your work (outline/rough draft and final draft).

Copies of your sources must be submitted (either digitally or hardcopies) to the Senior Capstone Coordinator upon completion of the research outline with the valuable information highlighted. Document your sources immediately. You have to turn them in later, so keep your records accurate from the start.

You may not use book reviews, websites without permission, Wikipedia (or other Wikis), summaries/abstracts of books or articles as sources. Go straight to the source.

## Interview

One of your sources must be an interview with a real person with knowledge of your field of study. It does not have to be your mentor, but it can be. Your interview can be in person (preferred), over the phone, or virtual. Create a list of questions before your interview and record the replies you received. [Here](#) is a list of sample questions, but you are not limited to these questions. You will turn in these questions and answers with your other sources.

You will also need to send your interviewee a thank you letter. This should be handwritten and personalized, reflecting on your experience. You will need to submit a copy of your thank you letter. Check out the Interview section in this handbook for more details!

## Requirements

- 5 Scholarly Resources
  - 2 of those Sources MUST BE a print source (ie: book, magazine article, or a journal article)
  - 1 of your sources MUST BE an interview with an expert on the subject.
  - Additional sources can be from any medium, including the internet (.gov, .edu or at a high level: NO WIKIPEDIA, BLOGS, ENCYCLOPEDIAS)
  - Regardless of Research presentation, you will need a works cited page in MLA Format
- Include at least 2 direct quotes, but less than 25% quotes
- Do not use first person (I, me, you, yours, we, us)
- All text should be typed with professionalism; watch your grammar and revise your work thoroughly!
- All work should be professionally done
- Quality and depth of content is key

## Outline/Rough Draft

You will need to create and submit a rough draft of your research. After you submit your rough draft, you will need to have at least 3 people edit your work. One of the editors can be a peer, the other two need to be adults. Have each editor complete the [Rough Draft Review Checklist](#). You will use these review sheets to make revisions to your rough draft in preparation for your final draft. Turn the Review Checklists in with your Final Draft. Your Final Draft will be evaluated using [this checklist](#).

## Format Options

Regardless of the formatting option you choose, the professional appearance of your work and the quality and depth of your content will get you the scores you need.

**RESEARCH PAPER** - - - Present your information in the form of a research paper. Your paper should start with your introduction where the last sentence is your thesis, followed by multiple body paragraphs containing supporting evidence and analysis, and ending with a conclusion that reaffirms your thesis.

**TED TALK** - - - Produce a TedTalk or other similar video production where you present your information. This should include a visual component (slides, physical objects, storyboard, etc). A copy of your script will need to be submitted with your video. Your setting should be professional.

**WEBSITE** - - - Present your information in the form of a website. This may take different forms, but all should be similar to either the research paper or research poster. (This is a separate website from your Sr. Project/Capstone Website.)

**RESEARCH POSTER** - - - A Research Poster is a 4' x 3' poster that presents your information. Click [here](#) for more information. These can be printed at school for \$12-15 or at Staples (and similar stores)

## What Research items will need to be submitted?

You will get your **Thesis Statement** approved in your project proposal. If you need to change your Thesis Statement, you will need to schedule a meeting with the Senior Project Coordinator to do so.

### **1. Interview recording/script/notes**

Formatting: Questions should be bolded, answers/notes should be underneath the question.

### **2. Outline/Rough Draft (w/Work Cited Page)**

### **3. Sources, including a script/notes from your interview**

### **4. A copy of your Thank You Letter**

### **5. Three Completed Review Checklists**

### **6. Final Draft Checklist**

### **7. Final Draft (w/Work Cited Page)**

## Interview Guidelines

Interviews can provide a valuable source of information and will be used as a primary source in terms of your research. Interviews can be very helpful, or they may be a very disappointing experience for everyone involved. To take full advantage of the time with an expert, students need to prepare ahead of time, use proper interviewing skills, and follow up the interview with immediate review. The following guidelines have been found to be very helpful.

### Before the Interview

- The person to be interviewed should be thoroughly researched in terms of the individual's position, background and education, as well as any special skills and experiences s/he might have had.
- Clearly define the purpose of the interview, i.e. what's to be accomplished. If there isn't a clear purpose of knowledge of what is to be accomplished, the interview will be disjointed.
- Write clearly phrased questions that reflect the purpose, research, and knowledge.
- Organize the questions in logical fashion: for example, from simple to complex or from objective and factual to personal.
- Gather necessary materials, i.e. pen/pencil, ample paper, Chromebook, and/or recording device, if desired.

### The Interview

- Dress appropriately.
- Be punctual - 10 minutes early is desirable - If you aren't early, you're late!
- Make introductions in a professional manner with a firm handshake, smile, and eye contact. State the purpose of the interview and thank the interviewee for his/her time.
- If you are recording the interview (with a tape recorder, camera, or virtually), ask permission of the interviewee
- Don't digress during the interview; stay on task
- Listen for possible leads and formulate new questions
- Ask for clarification if needed and don't be embarrassed to ask for an answer to be repeated. Take time to be correct in note taking.
- Ask permission if you plan to quote your interviewee in your research final draft or presentation
- Honor "off the record" remarks
- Be sure to provide the interviewee with the [Interview Evaluation Letter](#) and appropriately stamped and addressed envelope.

### After the Interview

- Thank the person. Follow up with a thank you letter.
- Review your interview notes as soon after the interview as possible
- Consolidate information; discard information that can't be used
- Be especially careful that direct quotes are accurately recorded
- If in doubt about a specific comment, contact the person again
- Make a list of any additional resources that have been uncovered
- Record interview highlights and quotes/facts to be used in your research paper

# ***Product***

Students may use their fieldwork time to create a physical product for their Capstone, learn a new skill, or participate in a job shadowing experience or internship. Those students that choose to learn a new skill may document their process of learning with an in-depth portfolio or timelapse video with edited commentary. Students participating in an internship may choose to make an in depth portfolio, as well. Other options include producing something related to the work they were doing, ie: creating a marketing plan, maintaining a laboratory journal, etc. Products will greatly differ depending on the fieldwork the student has chosen to do.

- Types of Products
  - Physical Product
    - Presentation will be of the physical product and any supporting materials
    - For Capstone Website: If the product is a physical product and it cannot be uploaded to a Google Site, ample pictures and videos should be included!
    - Example: Someone who is restoring a boat for their Capstone will present the actual boat that they restored for their product.
    - Example: A student who writes an app will present their working app on the appropriate platform.
  - Learned Skill
    - Presentation will vary with skill learned
    - Example: The presentation for someone who has Learned to Ice Skate may be a time lapse video of their entire learning process from the first time they tied their skates to being able to skate laps around a rink.
  - Documentation of Job Shadow/Internship (REQUIRED for Pathway Students)
    - Presentation will vary with different experiences
    - Example: The presentation for someone who has interned in a lab may be their lab journal from their experience.
    - Example: The presentation for someone who has shadowed an Orthopedic Surgeon may be a professionally organized portfolio documenting their experience extensively with a great deal of detail. Documents may be included such as a nameless patient's records (do not violate HIPPA!), videos of surgery, labeled diagrams of manipulatives used by the doctors, and step-by-step guides to different office procedures that the student was able to complete.

## Product Requirements

- Product reflects a learning stretch beyond the knowledge the student already has and demonstrates a connection to the research
- Product must be student-driven
- Product must be presented for judging
- Product creation must be documented through the Fieldwork Journals with *ample* photos/videos
- Product must reflect a minimum of 40 hours logged towards completion

## Product Presentation

Your product will be evaluated during an 5-10 minute presentation. Your product is the visual aid to your presentation, but you may also choose to create a slide presentation or video to support your product presentation.

What are you going to talk about for 5 - 8 minutes?

- Introduction - who are you, what was your fieldwork project, why were you interested in this topic or why did you select this topic over all the other choices?  
Timeframe: 1 - 1.5 minutes
- Body of your presentation - explain what you did for your product, connect your product to your research, explain your learning stretch  
Timeframe: 3-5 minutes
- Conclusion - restate you central learning; include a personal reflection on your product experience  
Timeframe: 1-1.5 minutes
- Make notecards of key ideas for each part of your presentation. Do NOT read your notecards.

# Oral Presentation

Public speaking is a part of the rest of your education and career. Capstone gives you an opportunity to show how you have mastered this skill in a safe environment. It teaches you how to explain yourself and defend a project you have been working on for so long.

You must clearly demonstrate your understanding of your fieldwork, research, and product, and how all of these contributed to your learning stretch in 8-12 minutes.

For your oral presentation, you will need to create a slide presentation (Google Slides, PowerPoint, Prezi, etc). You should also use your product in your presentation. In the event you learned a skill during your Capstone, you may choose to do a demonstration during your presentation, but you will still need a slide presentation to accompany your demo.

Keep your presentation in mind from the beginning of your work. If you do not take enough photos/videos during your fieldwork you will have a hard time making an appealing website. **Make sure you take more photos/videos than you will need.** You will not be able to re-create this experience and your presentation will suffer because you failed to document it. Your website will also be a helpful addition for any questions the judges may have, but do not rely on what is on your website - you will likely waste much time navigating your site.

## Do's and Don'ts of the Oral Presentation

- DO include pictures and videos
- DO include your product
- DO look at your slide presentation when presenting
- DO NOT read from your slide presentation when presenting
- DO NOT fill slides with information; your slides should be clean and clutter-free
- DO be sure to look over your presentation on a project screen before presenting - some colors and fonts do not project well!
- DO use your presentation space - you do not have to stand in one space
- DO engage your audience - they are genuinely interested in what you have to say
- DO use your presentation as a way to communicate your work - this is not a speech
- DO practice, practice, practice your presentation!
- DO be prepared for questions about your project
- DO NOT be afraid if you don't know the answer to a question, but be prepared to research what you don't know
- DO dress professionally - overdressed is better than underdressed; conservative is better than risky
- DO NOT forget to breathe



## Oral Presentation Preparation

### 1. What are you going to talk about?

*During your presentation you should tell your story of your senior capstone project.*

- Introduce yourself and thank the audience for coming to hear your presentation
- Describe what you produced, performed, or experienced in your fieldwork phase of your project (process, time, resources) - - include 2-3 main points of highlights, use your fieldwork journals to help you plan this part of your presentation
- Explain what knowledge you gained - - describe the breadth and depth of your research
- Explain how your fieldwork, project, and paper are related/connected
- Explain the learning stretch/challenges - - unique aspects of the project for you; use your project proposal to plan this part of your presentation
- Describe the problems you encountered and how you solved them
- Reflect on your personal growth and self-knowledge acquired from the Capstone Project experience
- The judges will ask you questions about your Capstone Project at the end of your presentation. Provide them with specific responses.

### 2. How am I going to say all of this in 8-12 minutes?

- Introduction - who are you, what was your research topic and fieldwork project, why were you interested in this topic or why did you select this topic over all the other choices? Introduce your presentation - what are you going to cover in your presentation - give a brief overview (fieldwork, product, research, reflection...)  
Timeframe: 1 - 3 minutes
- Body of your presentation - combine information from both the paper and the fieldwork, describe what created and what you learned (see question 1 above)  
Timeframe: 5-9 minutes
- Conclusion - restate your central learning; include a personal reflection on your capstone experience  
Timeframe: 1-2 minutes
- Make notecards of key ideas for each part of your presentation. Do NOT read your notecards.

### 3. How do I handle my nervousness?

- Practice many times (at least 3) until the presentation seems natural
- Practice in front of a variety of audiences: the mirror, your mentor, your family, your advisory, your friends
- Ask your audience for their feedback and advice
- Time yourself. You must speak for at least 8 minutes, but no more than 12 minutes.
- Plan how you are going to incorporate your product into your presentation

4. What should I wear?
- BE PROFESSIONAL!
  - Your appearance should be impeccable - - clean, neat, well-groomed
  - Men - Dress in slacks or khaki trousers, tucked in shirt with a tie, dress shoes (no sandals, tennis shoes, or sneakers). Wear a sports jacket if you want to do so. No hats. No mid-drifts or low-cut shoes.
  - Women - Moderate length dresses or skirt and blouse, or dress pants/khaki trousers with a sleeved blouse, shoes (no sandals, tennis shoes, or sneakers). No mid-drifts or low-cut shoes.
  - Some presentations may support a unique choice of attire. For example, if you have learned how to scuba dive, you may want to dress in your scuba gear and present all of the intricacies of the gear. If you wear a specific uniform or content-specific attire, be sure it is clean and presentable.
5. How will my presentation be evaluated?
- Your presentation will be evaluated using the [Senior Capstone Oral Presentation Evaluation Form](#).*
- Content - clear, detailed presentation of ideas
  - Organization - introduction, body, and conclusion with smooth transitions between the segments
  - Delivery - volume, clarity of voice, tempo, eye contact, posture
  - Language - professional language, no slang; correct grammar
  - Professional decorum - dressed appropriately, positive attitude, punctual, well-prepared, not chewing gum
6. Who will be in the audience? When and where will the presentation take place?
- A panel of judges made up of community members and EWG faculty will evaluate your presentation.
  - The judges will have looked over your website before they hear your presentation
  - The judges will ask you questions about your research and your fieldwork. If you do not know the answer, be honest and say you don't know. However, the judges are there to support you and will ask general questions that you should be able to answer.
  - The Senior Capstone Project presentations will be on May 11th.
  - Presentations will be held at EWGHS. You will be notified as to the time and location of your presentation.

## Letter to the Judges

The purpose of the Letter to the Judges is to provide information to the judges that may not be evident through your oral presentation. Judges will read your letters prior to seeing your oral presentation to get an idea of what you will be speaking about. The following information must be included in your letter:

- Paragraph 1: Reflections on your education and relevant personal background; introduce yourself and talk about your educational and career goals; include how you have been involved in the EWG Community
- Paragraph 2: Your project selection process; your future goals and plans
- Paragraph 3: Description of your project, research, and fieldwork
- Paragraph 3: Evaluation of your learning stretch; explain the most valuable thing you learned from your fieldwork experience, your research, and your product
- Paragraph 5: Thank you to the judges for taking the time to evaluate your Senior Project

The letter should have length and substance, written in business letter format. Set the tone with a description of a situation or event that made you choose the particular topic. Add as much personal information as you believe is necessary for the judges to clearly comprehend who you are.

# ***Capstone Project Reflection***

At the end of your project, after your oral presentation, answer the following questions in complete sentences and in a detailed, specific manner (1.5 - 2 pages minimum). Type each question, followed by your response. Responses should be a minimum of 6-8 sentences each.

1. What aspect of your project placed the greatest demands on your abilities? Explain.
2. What did you learn about yourself by completing this project?
3. What are you most proud of concerning your project? Explain.
4. What did you learn about your topic that was unexpected, surprising, or disturbing? Explain.
5. If you could start over, what would you do differently?
6. What specific changes would you make to the capstone project to improve it for future students?

# ***Putting It All Together: Capstone Website***

All of your Capstone Materials should be organized in a Google Site that will be published to the EWG Community - teachers, administration, parents, community members, etc.

This needs to include...

- Proposal
- Declaration Poster
- Letter to the Judges
- Resume
  - Remove your address and contact information (phone and email) from the version of your resume that is published to your webpage.
- Research Presentation
  - If you are making a Research Poster, include a digital version on your Site
- Copy of Interview Thank You
- Fieldwork Journals
- Product
  - If the product is a physical product and it cannot be uploaded to a Google Site, ample pictures and videos should be included!
- Supplemental Items
- Oral/Visual Presentation
- Capstone Project Reflection