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| **ACADEMIC HONESTY**  AP  AP1 |

The Senior Project demands a high level of integrity on the part of students in every phase of the project. Students must realize all work they present for their projects will be assumed to be their own. When students are presenting work, which is not original, they must acknowledge the use of such work by properly documenting the paper, the project/portfolio and the presentation.

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| **Any academic dishonesty by the student on any part of the project may result in the student failing the Senior Project and forfeiting Global Studies and World Languages graduation in June.**  AP1 |

**Definitions of Academic Dishonesty\* on the Senior Project**

Acts of academic dishonesty, which will result in failing the Senior Project and forfeiting Global Studies and World Languages graduation in June, are listed and described below.

1. **Fabrication:**

**Any intentional falsification or invention of evidence, data, citation or other authority on the project, portfolio, paper, or presentation.**

* 1. On the project this includes, but is not limited to, claiming to have created, designed, written, built, etc., all or part of the project which the student has not produced.
  2. In the paper this includes, but is not limited to, attributing to authorities statements they never made. It is the student’s responsibility to produce any and all sources he or she used for the paper when asked to produce such evidence.
  3. For the presentation this includes, but is not limited to, attributing statements they never made. It is the student’s responsibility to produce any and all resources he or she used for the paper when asked to produce such evidence.

1. **Unauthorized Collaboration:**

**Any collaboration with another person, which has not been expressly allowed by the teacher or the Senior Project Advisory Committee.**

* 1. On the project this includes, but is not limited to, any other person (the project consultant, a family member, etc.) producing work, which the student has committed to producing alone. The student must take clear in the project proposal the nature of the work he or she will undertake and the nature of any work, which will be performed by others. Project proposals must be followed; any change in project must be approved via a Project Revision Form submitted for approval.
  2. In the paper this includes, but is not limited to, any person other than the student writing any portion of the paper. The student must be able to demonstrate a clear progression from the research phase, to drafting, revising, and editing. All editing suggestions by teachers, family members, tutors, or others must be made on hard-copy drafts of the paper. It is the student’s responsibility to produce any and all intermediate drafts of the paper when asked.

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1. **Plagiarism:**

**Any intentional use of another’s ideas, words, or work as one’s own. Plagiarism includes the misuse of published material and the work of other students.**

* 1. On the project this includes presenting as a project or part of the project published or unpublished work by someone other than the student. This includes but is not limited to, written work, photographs, artwork, graphs, charts, drawings, video and audiotape.
  2. On the paper, this includes, but is not limited to, failing to cite the ideas or words of any source, as well as using all or part of another person’s paper, or representing this draft as an original text—previously submitted drafts are not permitted.
  3. For the presentation this includes, but is not limited to, failing to acknowledge the sources of any information, words, or material borrowed or used by the students during the presentation.

**Consequences for Academic Dishonesty on the Senior Project**

1. Students suspected of academic dishonesty will be required to appear before the Senior Project Advisory Board and demonstrate the originality of all Senior Project work.
2. Students must be prepared to provide evidence of originality for all phases of the project :
   * Demonstrating the stages involved in producing the project.
   * Demonstrating completion of the project.
   * Demonstrating a thorough understanding of the principles and processes involved in creating the project.
3. **Students who commit academic dishonesty on any part of the project will fail the Senior Project graduation requirement and forfeit Global Studies and World Languages graduation in June.**

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**Avoiding Academic Dishonesty**

Students who are having difficulty in completing their projects because of unforeseen obstacles should notify their teacher immediately in order to avoid the temptation to fabricate a project under pressure of the deadline. Often a teacher will be able to redirect the student to a project, which the student will be able to complete.

While writing the research paper, students must be diligent to meet all intermediate deadlines for notes and drafts of the paper to avoid the pressure of writing the paper at the last minute. The student must save all notes and drafts of the paper.

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| **PARENTAL CONTRACT**  x  x |

**PARENT AGREEMENT**

As a Tallwood High School, Global Studies and World Languages Academy parent, I recognize all parts of the Senior Project are graduation requirements and intend to support my student throughout the process.

I understand the physical project must be a product or performance which takes at least 20 hours outside of class time to complete, and which challenges my son/daughter’s current skills and knowledge. Additionally, I recognize I may obtain needed information via the Senior Project Manual.

I understand the Project Consultant may not be the student’s relative.

I fully understand this project selection decision is made independently of the staff and administration of Tallwood High School. The project selection and approval is parent and student-centered. Final approval for the project is governed by the Senior Project Advisory Board.

Due to the importance of the Senior Project, submittal of a project without approval will result in a failure or forfeit of Global Studies and World Languages Graduation in June 2011. Thus, if the project or consultant is altered or changed, a Project Revision Form must be submitted to the Global Connections teacher before any changes take place.

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Day Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evening Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **CONSULTANT CONTRACT**  xx  x |

**CONSULTANT CONTRACT**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Prospective Senior Project Consultant:

To satisfy the requirements for Tallwood High School’s Global Studies and World Languages Academy Senior Project, each senior must complete a project **challenging the student** and requires 20 hours to complete. The student must create a product or performance that is related to a global culture and/or issue.

In order to carry out this project, the student needs a project consultant, someone from the school or community with interest, time and expertise to help the student complete the project. Project consultants have the unique opportunity to help a student in a very meaningful learning experience.

Please read the list below to be sure you qualify as a project consultant, and you are willing to undertake this service for the student named above.

**The Project Consultant:**

* + - * Must be an adult, 21 years or older.
      * Must not be a student’s relative.
      * Must be knowledgeable in the field the student has chosen.
      * Must be willing to oversee 20 hours or more of student’s work on the project via personal, phone, or email contact.
      * Must be willing to sign this contract explaining the roles and responsibilities of the student and consultant after reviewing project proposal and clarifying project with the student.
      * Must be willing to sign a log of student’s hours, progress reports or discuss student’s hours via phone interview.
      * Must be willing to write an evaluation of the student’s project upon completion with forms provided.
      * Consultants may act as an actual instructor or supervisor, depending on the project.
      * Consultants are not required to or responsible for helping the student with the paper or presentation.

If you are willing to act as the student’s project consultant, please read and discuss with the student his/her project description, explanation of personal challenge, and rough outline of the project. The student is responsible for meeting all deadlines and completing the project. The student should inform you of those deadlines and establish a schedule of meetings with you.

If you do not feel the student has met the discussed expectations, you may refuse to sign off on this project. If this situation occurs, students will be required to meet with the Global Connections Seminar teacher to discuss the completion of this project or possibly proposing a new project opting for a summer graduation date.

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To help us ensure the student has an appropriate project consultant, please provide the information requested at the end of this contract. Tallwood High School thanks you for your time and interest in our students. You may email [**earl.demott@vbschools.com**](mailto:earl.demott@vbschools.com)

with any questions about the project.

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| **To the Project Consultant:** Please provide the information requested and sign on the appropriate line below. |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone (Day) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Business/Organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone (Evening) \_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Would you be willing to advise other students in the same area? YES NO

Please explain your qualifications in the project area to help this student:

What will be your role, your contribution to the student’s Senior Project?

I have discussed the project proposal with the student. The project seems to meet the requirements, and agree to act as this student’s project consultant. I affirm that I am not a member of the student’s family.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Project Consultant Signature)

I understand as the student, I am responsible for meeting all deadlines, for meeting regularly with my Project Consultant, and for completing the Senior Project. I understand my Project Consultant will help me with the project phase and is not responsible for helping me with my paper or my presentation.

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(Student Signature)

Class Expectations

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Welcome to Senior Year and to the Global Connections class with the Global Studies and World Languages Academy. I ask that all students review the form below and sign it. Unlike other classes, however, it is impossible for all the details of the class to be succinctly summarized in a page or two. Students, therefore, should be aware of the details contained in the Global Connections Manual should they have questions.

Below is a short list of items not covered in detail in the manual and should be adhered to at all times.

Contact Information

School: 1668 Kempsville Rd.,

Virginia Beach, VA 23464

Phone: 757-648-5700

Fax: 757-648-

Coordinator: Ms. Rebecca Gurley ([Rebecca.gurley@vbschools.com](mailto:Rebecca.gurley@vbschools.com))

Department Head: Ms. Susan Motley ([Susan.motley@vbschools.com](mailto:Susan.motley@vbschools.com))

Teacher: Mr. Earl DeMott ([earl.demott@vbschools.com](mailto:earl.demott@vbschools.com))

Conduct:

It is assumed that all members of class will at the time of graduation be legal adults, or nearly so. Therefore, students are given the due respect of adults and are expected to behave in an adult manner. Please note that all school rules apply in this course and there students should review these regulations in their school planner if they have any concerns.

Due to the fact that so much of this course involves community mentorship and/or community contact, students are expected to conduct themselves as representatives of Tallwood High School. What this means in practice is, of course, the normal good behavior Tallwood students are known for, as well as a professional demeanor in all contact with the local and international community. In a very real way, the building up of the Global Connections course from one year to the next is in the hands of this year’s class. In other words, positive impressions travel far; but negative ones have a tendency to remain. Students are expected to do their best to create and maintain a positive image.

Professional demeanor includes the following: professional dress at events, follow through on promises made (or at least a timely communication if the promise cannot be met), high quality projects/products when events occur, consistency in work habits (i.e. not waiting for the last minute to begin), consistency in contact with the mentor (including confirmation emails, etc.), and logging and/or collecting of evidence of the process involved in implementing the assignments of this course.

Materials and use of materials: Students should have the ability to take notes in the class, be it in the form of pen and paper or via an electronic device (e.g. voice recorder, personal laptops-although school laptops should be available).

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They should also be able to save work done in class, so I suggest on top of Sharepoint, each student should have a flashdrive to save their work.

Students are expected to be prepared daily with the appropriate material for their individualized projects (e.g. if a student is creating a documentary, they should have a camcorder readily available on days of the shoot).

The school is prepared to provide some technology based on the needs of the project, including camcorders, flip camera, specialized software for the computers, etc.

All school material is to be checked out through the teacher and returned before a final grade will be given. Students should report any damage to equipment as soon as it is discovered.

Work Periods

A great deal of the class is dependent upon individual work and therefore, it is imperative that students make best use of class time during work periods and keep in mind upcoming due dates as detailed in the scoring and grading section. In short, students should not save work time for home.

This manual is considered the “textbook” for class and students should have it readily available either in paper or electronic form (Please note checklist below).

Mature Issues and Content

Due to the nature of this course, many topics may concern mature issues. There is a great deal of independent study involved in this course and students are expected to approach mature material with mature sensibilities. Mature material covered in this course, however, should not be gratuitous in nature, and should only be included for the betterment of research and understanding.

There will be occasional guest speakers, experts in their field, and students are expected to fully participate in notetaking and discussions during these presentations.

Specialized Issues

Graduation

As the final seminar course towards graduation as a member of the Academy, students should be mindful of their current grade in the Global Connections Seminar course. A “grade book” has been provided for students in this manual, with full explanations of due dates and expectations. As this course is a requirement of the academy, and there is no chance for a repeated session, students are advised to regularly record their grades and share the results with their parents. Should a student be in jeopardy of failing, it is critical to intervene at the earliest moment. Communication among student, parent, teacher, and administration is welcome and meetings may be set up easily with an email or a phone call.

Academy Announcements

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As the Global Connections Seminar has all senior academy students, many times announcements will be made in class regarding upcoming events, status of requirements, trips, etc. Students should be aware of announcements made in class by referring to the class bulletin board.

Community Service and other Academy Requirements

Students should be certain that all academy requirements (such as community service requirements) are met at the scheduled time. From time to time, students may be taken out of class by administration to take care of academy requirements, or in special cases, there may be visits in the classroom regarding these requirements.

Events

To the best of their ability, students are to attend events organized for class. These include the Global Scholars Evening held at the Virginia Beach Higher Education Center, as well as the Cord Ceremony held at the end of the year. At the earliest convenience, students are asked to inform the teacher and/or administration if they are unable to be in attendance.

Additionally, students are encouraged to assist and attend other student projects come into fruition. Depending upon the project, there may be some community service and/or cultural events points available.

Media Coverage

There are a great deal of great ideas that evolve from the Global Connections class and we would like to make sure that the greatest amount of people hear about our fundraising, awareness raising, community service orientated, international projects. In order to do this in the most professional manner, we have a media liaison stationed at Tallwood. If planned to have media coverage, we ask that students pass on any relevant information through our media liaison. If there is an impromptu interview, or any other unplanned coverage, either through more traditional forms of TV or radio, or through other means (e.g. internet, blogging, ezines, videoconferencing, etc.), we would also like to hear about it and ask that students share it with the media liaison. All students should keep in mind the professional demeanor discussed earlier regarding being a representative of Tallwood High School’s Global Studies and World Languages Academy.

Specialize Forms

Students are asked to adhere to the rules regarding forms necessary to complete projects at Tallwood (if applicable), including (among others) the building use for and the SAC fundraising form. Should a teacher sponsor be necessary, students are asked to be aware that a teacher may need to fill out a professional leave form (depending upon the event) and will need ample time to submit and receive approval for professional leave. To reduce the chance for mishap, students are to fill out and receive signed permission (with all the appropriate forms) during the proposal stage of the Senior Project.

Portfolio

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Students will be expected to have a Portfolio which is “Exit Interview” ready.

All student Portfolios, being a culmination of their Academy experience must include the following:

-Updated resume

-Current letters of reference

-Documentation of certificates verifying language proficiency and/or cultural experiences

-Four exemplar iceberg model submissions

-Interview with an expert

-An overview of the Senior Project

-Completed Community Service hours, as required

Moreover, students should have representative documents that display growth and/or mastery in each of the subsections of the Portfolio.

Students should “clean out” the Portfolio so that the overall product does the following:

-Shows exemplar work from each of the seminar courses, each of the languages studied, and optionally the electives

-Shows growth as a global scholar

-Shows updated versions of documents and discards defunct documentation

-Has documentation in each of the subsections of the Portfolio (see Portfolio section in this manual for specifics)

-Is neat and presentable (typed documentation, free of grammatical / spelling errors, etc.)

Finally, students should be prepared for an “Exit Interview” regarding justifying the contents in relationship to the student’s individual goals.

Checklist to Complete

Please complete the following activities so that you may gain a familiarity with the Manual and the class as a whole. A checklist has been provided for you below:

\_\_\_\_ 1. Create an online Sharepoint folder system including the following folders (students familiar with OneNote may opt to use this program as well. Due to the

capabilities of the school, however, students using home computers or technology

not in common use by the school should be aware of the limitations when

submitting work. For these students, a test run is advisable.)

Folder: Block 3B J. Doe Global Connections Manual (full manual in this folder)

Subfolder: Block 3B J. Doe September Submissions

Subfolder: Block 3B J. Doe October Submissions

Subfolder: Block 3B J. Doe November Submissions

Subfolder: Block 3B J. Doe December Submissions

Subfolder: Block 3B J. Doe January Submissions

Subfolder: Block 3B J. Doe February Submissions

Subfolder: Block 3B J. Doe March Submissions

Subfolder: Block 3B J. Doe April Submissions

Subfolder: Block 3B J. Doe May Submissions

Subfolder: Block 3B J. Doe June Submissions

Students may wish to subdivide the manual so that the sections match the subfolders, however, I would advise students to keep a full undisturbed copy at hand as well.

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This online Sharepoint folder system is to be used as a backup, and students should note that assignments are counted only if submitted into the teacher’s inbox. It is advisable to submit a second copy (for your records) into the created folder in your sharepoint inbox. Should there be a discrepancy in submissions, Sharepoint “datestamps” the submissions as this backup system should allow the teacher to check the student’s inbox for submission.

In the case of technical difficulties with sharepoint, students may email assignments to the teacher or save the assignment on a flashdrive to submit on the teacher’s computer. These situations should only be used in emergencies however, and students should make every effort to use the sharepoint system. Students are expected to do their best to communicate any other type of submission than one that is Sharepointed.

All assignments should use the following format:

Block, First initial, Last Name, Assignment Title

\_\_\_\_ 2. Your Contact information

-please fill out the lines on the front cover of this manual.

\_\_\_\_ 3. Required Forms

-please fill out all the required forms in the Appendices section

-place these forms in your subfolder on Sharepoint listed as Appendices. Should there be a situation where you cannot obtain a signed copy (e.g. mentor is out of the country), an email stating that the signees have read, understand and accept the content of the contract will be accepted as a signature. This email should be filed in this folder next to the required form.

Please note, there is no need to submit a paper copy to the teacher, nor is there a need to submit this assignment into the teacher’s inbox. All forms, however, should be readily available in the student’s sharepoint folder.

\_\_\_\_ 4.Review the following

-Grading policy (in the beginning of the Scoring a Grading Section). Note that this course will follow Virginia Beach’s grading scale.

-Late work policy (in the same section above)

-Academic Honesty form (in Required forms) as plagiarism will be grounds for disciplinary action.

\_\_\_\_\_ 5.Sign below and/or attach email message as described in point 3 above.

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Student’s name date

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Parent’s name date