

MENTOR PACKET

Dear Mentor:

Thank you so much for agreeing to donate your time and expertise by mentoring an AMHS student during the Senior Thesis process. The mentor/mentee relationship is one of the most valuable components of the process and is highly meaningful to the student.

The key persons involved in the process are the Senior Thesis Preparation teacher, the advisor, the mentor, and, of course, the student. The roles of each follow.

The Student

- Completes ALL tasks outlined by the teacher/syllabus in the Senior Thesis Preparation class
- Meets the Senior Thesis deadlines
- Meets and confers with the advisor when required and as often as the advisor/student deems necessary
- Meets with the mentor on a schedule arranged by the mentor and student
- Informs someone (advisor, Senior Thesis Coordinator, teacher) if he/she experiences any difficulty that may inhibit the completion of the thesis requirements

The Senior Thesis Teacher

- Provides a comprehensive overview of the thesis research process
- Monitors and checks the work of the student at frequent intervals to ensure appropriate progress
- Speaks to advisor regarding any issues relating to the student
- Maintains a file for each student in the class that chronicles the work by the student in the class
- Provides appropriate instruction and instructional material to guide and support the thesis writing process

The Advisor

- Holds an initial meeting with the mentor and student to review each person's role
- Ensures that the student meets the deadlines and that the student maintains a proper relationship and contact with the mentor
- Edits the text and provides feedback to the student
- Maintains a deadline sheet
- Communicates with parents as needed

The Mentor

- Provides focus and direction to the research project
- Signs off on thesis proposal and research questions
- Guides, approves, and signs off on the research methods, results acquisition, collection procedure, and findings analysis procedure
- Arranges times and method of communication for meetings with student regarding research project based on the professional schedule of the mentor
- Provides feedback to the student about the written work

- Attends the oral defense of the student's Senior Thesis and provides critical input for the final grade of the project

Note: *The mentor is NOT responsible for contacting the student for meetings. It is the student's responsibility to contact the mentor in the manner and time indicated on the mentor contact information sheet. It is NOT the responsibility of the mentor to edit papers for correct spelling, grammar, etc. The principal function of the mentor is to guide content.*

The Family

The family is integral to supporting the efforts of the student. The family can make many contributions to the thesis process:

- Talk to the student about his/her project
- Keep a copy of the thesis deadlines somewhere visible and be aware of deadlines
- Share in the student's enthusiasm for their project. This is a unique opportunity for the student to study something of his or her choice.
- Please do NOT try to choose a topic for your student

The student is to present the following to you during your first meeting:

- A copy of this letter
- A copy of the Mentor Agreement Form
- A copy of the Senior Thesis Deadlines
- A copy of the syllabus for the Senior Thesis classes

I sincerely hope that the relationship you are entering into with this thesis student is profitable and productive. Please contact me with any questions or concerns.

Yours truly,

Heather Benton
Senior Thesis Coordinator
Heather_Benton@charleston.k12.sc.us

Mrs. Heather Benton
Ms. Teresa Novinger
Ms. Melissa Shifflette
Senior Thesis Teachers

Academic Magnet High School Mentor Agreement Form

The Senior Thesis committee at Academic Magnet High School would like to take this opportunity to **thank you** in advance for agreeing to mentor an AMHS Senior Thesis student. We strive to ensure that this experience is a pleasurable one for you and ask that you respond to the following questions/information in order to help us help you.

Mentor _____

Mentor Address _____

Work Phone _____ Other Phone _____

E-mail address _____

Which form of communication do you prefer? _____ e-mail _____ phone

MENTOR REQUESTS:

At this initial meeting with the student and advisor, we suggest that you consider the following:

1. When could you and the student plan to meet again? We suggest that you set up a date and time at this meeting. _____

2. How often should you and the student meet and where? _____

3. If there are any problems with the process or student, please notify the advisor as soon as possible.

Advisor Name _____

Advisor's email address _____

Advisor's telephone number _____

The signatures below are representative of the members present at this meeting.

Mentor Name _____

Signature _____ Date _____

Advisor Name _____

Signature _____ Date _____

Student Name _____

Signature _____ Date _____

Theory of Knowledge/Senior Thesis Preparation
Heather Benton, Teresa Novinger, Melissa Shifflette

Objective: These classes will explore research through deliberate instruction and examination of research articles in the hard and soft sciences. Research emphasizes qualitative strategies to include results collection procedures, analysis of findings, and interpretation of answers. Students will practice observation and interview techniques and document analysis and archival techniques.

Goals

In this course, students are expected to:

- Acquire competency in library research and archival skills
- Practice interview and observation skills; analyze and present findings
- Identify the ethical issues related to qualitative research
- Learn to read research articles and identify important research components
- Understand philosophical perspectives of research

Materials

- There is no textbook required for this class; however, we consult the college-level textbook *Practical Research: Planning and Design* for most of the course material. Also, students may find it beneficial to purchase the *APA Publication Manual* for use now and in your future college career.
- Handouts will be provided throughout the course to supplement topics being covered. One three-ring binder will be required for handouts, assignments, thesis drafts, projects, thesis manual, etc.
- A flash drive/USB. There is no required size, but you should purchase the largest size that is economical for you. You will use the drive for multiple drafts of your Thesis, as well as .pdf files of research that can be quite large.

Instructional Methods

Small group discussion and group work will be the primary formats used in this class. Students will read, summarize, and evaluate texts both during class and outside of class. Students will use the computer lab and library and complete projects in order to gain research skills in preparation for the thesis. Students will also explore a field of interest in preparation for their thesis and their future studies. Students are expected to participate in all class activities and occasionally present information in class.

Grading

This class is based on a point system based on the following:

- Tests and quizzes
- Summary and evaluation of reading assignments
- Independent research
- Thesis drafts
- Semester final exam

Course Outline

<p>Unit 1: Weeks 1-3</p> <ul style="list-style-type: none"> • Introduction to inquiry and research skills • What is a thesis? • Research exercises • Samples of research 	<p>Unit 6: Weeks 19-20</p> <ul style="list-style-type: none"> • AMHS Senior Thesis — overview of requirements • Overview of Thesis Chapters • Senior Thesis Manual • Review of contracts and paperwork • The Mentor
<p>Unit 2: Weeks 4-8</p> <ul style="list-style-type: none"> • Philosophical perspectives on research • Ethics and research • Plagiarism • Research field of study 	<p>Unit 7: Weeks 21-23</p> <ul style="list-style-type: none"> • APA Publication Manual • Collect articles for your Literature Review
<p>Unit 3: Weeks 9-14</p> <ul style="list-style-type: none"> • What is a "Literature Review"? • Research articles • Using the library • Research databases • Paraphrases, summaries, analyses, evaluations of literature reviews • Practice writing literature review 	<p>Unit 8: Weeks 24-26</p> <ul style="list-style-type: none"> • Work on first draft of Literature Review (10 pages)
<p>Unit 4: Weeks 15-16</p> <ul style="list-style-type: none"> • Overview of Methodologies • Overview of Results Analysis procedures 	<p>Unit 9: Weeks 27-33</p> <ul style="list-style-type: none"> • Introductory pages • Chapter I • Second draft of Literature Review due • Editing of Literature Review drafts • Putting it all together
<p>Unit 5: Weeks 17-18</p> <ul style="list-style-type: none"> • Choosing a thesis topic • Choosing an advisor • Thesis proposal • Preparing for semester final 	<p>Weeks 34-36</p> <ul style="list-style-type: none"> • Final draft of thesis due to include: <ol style="list-style-type: none"> 1. Chapter I -- Introduction 2. Chapter II -- Literature Review 3. Chapter III -- Methodology 4. References -- minimum 15 sources • Peer edits of thesis • Final exam will be this thesis draft

Senior Thesis Calendar
Class of 2017

TIMELINE and THESIS DEADLINES	DATES	Advisor Signature and Date	Student Signature and Date	Comments: Note any missed deadline, incomplete work, or necessary revisions AND the dates and status of any extension requests
1. Pre-proposal to advisor: THESIS DEADLINE	1/27/17			
2. Initial Meeting with Advisor	2/3/17			
Faculty Goal <i>Mentors acquired for students (contact information for mentors must be submitted to Thesis Coordinator)</i>	2/13/17	N/A	N/A	
3. Completion of initial meeting between student, advisor, and mentor	2/21/17	N/A	N/A	Mentor and student will set date for Proposal Planning Meeting Date:
4. Proposal Planning Meeting	3/13/17	N/A	N/A	Mentor will advise on proposal and make suggestions for Review of Literature and Methodology Mentor must sign off on proposal using Proposal Planning Form
5. Formal Proposal to Advisor and Mentor: THESIS DEADLINE	3/23/17			Discuss Journal (Research Log)
6. Comprehensive Review of Literature (Chapter II) to Advisor and Mentor (min.15 academic sources): THESIS DEADLINE <i>Advisor: Meet with advisee regarding Literature Review</i>	4/7/17 <i>No later than 4/28/17</i>			Journal to date
7. Draft of Methods (Chapter III) to Advisor and Mentor: THESIS DEADLINE	4/28/17			Journal to date Production Timeline

<i>Advisor: Meet with advisee regarding Methods</i>	<i>No later than 5/5/17</i>			
8. Working Draft of Chapters I-III to Advisor and Mentor: THESIS DEADLINE <i>Advisor: Meeting with advisee regarding draft</i>	5/22/17 6/2/17			Must show specific evidence of completed time line tasks. Journal to date
9. Updated Chapter I and final of Chapters II-III and specific evidence of completed time-line tasks: THESIS DEADLINE <i>Advisor: Meeting with advisee regarding draft</i>	<i>FIRST day of August Registration</i> <i>By 9/4/17</i>			Must show specific evidence of completed time line tasks. Journal to date
10A. Contact advisor and mentor Re: Chapters IV & V 10B. Schedule Thesis Defense	9/22/17 Date _____	N/A	N/A	Date should be set for thesis defense to be held before Winter Break.
11A. Draft of Chapter IV due to Advisor and Mentor: THESIS DEADLINE 11B. Confirm third party to attend defense	10/13/17 Name _____			
12. Draft of V due to Advisor and Mentor: THESIS DEADLINE <i>Advisor: Meeting with advisee</i>	11/3/17 <i>By 11/10/17</i>			
13. Complete thesis document due to Advisor and Mentor: THESIS DEADLINE <i>Advisor: Meeting with advisee</i>	12/1/17 <i>By 12/8/17</i>			
14. Oral Presentations: all students must present by this date: THESIS DEADLINE	Last Day before Winter Break			