Academic Magnet High School

Senior Thesis Handbook: Procedures and Policies

2015-2016
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What is the Senior Thesis?

All students MUST successfully complete a senior thesis in order to receive the Academic Magnet High School diploma. There are three key functions of the Senior Thesis:

1. To serve as a capstone to the AMHS curriculum;
2. To prepare for college-level research and writing;
3. To explore a career interest (school-to-work).

The Senior Thesis provides an opportunity for the students to research a specific area of interest with a mentor and develop and complete an original process/product -- something that contributes to the field of study. The thesis involves three parts: the process, the paper and the oral presentation/defense. Each of these will be discussed on the next page.
The Senior Thesis Process

Prior to the Senior Thesis Preparation class, the student will take a Theory of Knowledge class. This class is designed to teach the inquiry process and critical thinking skills necessary to design and complete a thesis.

The Senior Thesis Preparation class is taught during the spring semester of the student’s junior year. Students learn research terminology and methods and receive assistance while writing the first three chapters of the thesis. Prior to the end of the school year, the student will have been instructed in, and given support material for, the remainder of the thesis.

For more information, see the Theory of Knowledge/Senior Thesis Preparation Syllabus.

The Senior Thesis Paper

The scope of the thesis paper will be determined by the topic, senior thesis teacher, advisor, and mentor. The teacher will ensure that the sections outlined in the syllabus are completed prior to the end of the year. In addition, the Senior Thesis teacher will provide instruction and samples of how to write sections that the student will be required to do independently. The Senior Thesis paper MUST contain all components (see "Format for Final Thesis Manuscript").

The Oral Defense

Upon completion of the written thesis document, the final step in the process is to present findings in an oral defense. At that time, the advisor, mentor, and a third party will discuss the strengths and weaknesses of the process and product, and using the Senior Thesis Rubric, will reach consensus about the final thesis grade. Students present in various ways: overheads, PowerPoint presentations, displays of original work, etc. The choice for the oral presentation format will be guided by the topic. The student, the advisor, the mentor, and the third party will collaboratively choose a time and location. Students frequently invite family members and friends to their oral defense.
<table>
<thead>
<tr>
<th>DEADLINE</th>
<th>DUE DATES</th>
<th>Advisor Signature and Date</th>
<th>Student Signature and Date</th>
<th>Comments: Note any missed deadline, incomplete work, or necessary revisions AND the dates and status of any extension requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-proposal to advisor</td>
<td>1/28/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Initial Meeting with Advisor</td>
<td>2/2/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Faculty Deadline</strong> <strong>Mentors acquired for students (contact information for mentors must be submitted to Altman or Lankford)</strong></td>
<td>2/13/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Completion of initial meeting between student, advisor, and mentor</td>
<td>2/20/15</td>
<td>N/A</td>
<td>N/A</td>
<td>Mentor and student will set date for Proposal Planning Meeting Date:</td>
</tr>
<tr>
<td>4. Proposal Planning Meeting</td>
<td>3/13/15</td>
<td></td>
<td></td>
<td>Mentor will advise on proposal and make suggestions for Review of Literature and Methodology Mentor must sign off on proposal using Proposal Planning Form</td>
</tr>
<tr>
<td>5. Formal Proposal to Advisor and Mentor</td>
<td>3/20/15</td>
<td></td>
<td></td>
<td>Discuss Journal (Research Log)</td>
</tr>
<tr>
<td>6. Comprehensive Review of Literature (Chapter II) to Advisor and Mentor (minimum 15 academic sources)</td>
<td>4/10/15</td>
<td></td>
<td></td>
<td>Journal to date</td>
</tr>
<tr>
<td>Advisor: Meet with advisee regarding Literature Review</td>
<td>No later than 5/1/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Draft of Methods (Chapter III) to Advisor and Mentor</td>
<td>5/1/15</td>
<td></td>
<td></td>
<td>Journal to date Production Timeline</td>
</tr>
<tr>
<td>Task</td>
<td>Date(s)</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor: Meet with advisee regarding Methods</td>
<td>No later than 5/8/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Working Draft of Chapters I-III to Advisor and Mentor</td>
<td>5/29/15</td>
<td>Must show specific evidence of completed time line tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor: Meeting with advisee regarding draft</td>
<td>6/5/15</td>
<td>Journal to date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Updated Chapter I and final of Chapters II-III and specific</td>
<td>Last day of August Registration</td>
<td>Must show specific evidence of completed time line tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>evidence of completed time line tasks.</td>
<td>By 9/4/15</td>
<td>Journal to date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor: Meeting with advisee regarding draft</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Contact advisor and mentor re: Chapters IV &amp; V</td>
<td>10/2/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Draft of Chapter IV due to Advisor and Mentor</td>
<td>10/23/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Draft of V due to Advisor and Mentor</td>
<td>11/6/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor: Meeting with advisee</td>
<td>By 11/13/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Complete thesis document due to Advisor and Mentor</td>
<td>12/1/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor: Meeting with advisee</td>
<td>By 12/8/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Oral Presentations: all students must present by this date</td>
<td>Last Day before Winter Break</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The Roles of the Persons Involved in the Senior Thesis Process

**The Student**
The student is the key player in the senior thesis process. He or she does, however, have many people supporting his or her research endeavor.
The student must:
- Complete ALL tasks outlined by the teacher/syllabus in the Senior Thesis Preparation class
- Meet the Senior Thesis deadlines
- Meet and confer with his or her advisor when required and as often as the advisor/student deems necessary
- Meet with the mentor on a schedule arranged by the mentor and student
- Adhere to the Mentor Etiquette Guidelines
- Inform someone (advisor, Senior Thesis Coordinator, teacher) if he/she is experiencing any difficulty that may inhibit the completion of the thesis requirement

**The Senior Thesis Teacher**
- Provides a comprehensive overview of the thesis research process
- Monitors and checking the work of the student at frequent intervals to ensure that he or she is progressing appropriately
- Speaks to advisor regarding any issues relating to the student
- Maintains a file for each student in the class that is a chronicle of the work done by the student in the class
- Provides appropriate instruction and instructional material to guide and support the thesis writing process

**The Advisor**
- Finds the mentor and has an initial meeting with the mentor and student to review the roles of each
- Makes sure that deadlines are being met and that the student is maintaining a proper relationship and contact with the mentor
- Edits the text and provides feedback to the student
- Keeps a log of student conferences and maintaining the deadline sheet
- Maintains regular communication with parents

**The Mentor**
- Provides focus and direction to the research project
- Signs off on thesis proposal and questions.
- Guides, approves, and signs off on the research methodology, data collection procedure, and data 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 their written work
- The mentor must be present at the oral defense of the student’s Senior Thesis, as the input of the mentor is critical to the final grade for this project.
• 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.**

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**The Family**

**The family is integral to supporting the efforts of the student.** There are many things that the family members can contribute:

• 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.
Format for Final Thesis Manuscript:

Every page MUST be prepared following the APA rules of manuscript preparation (typed, double-spaced, correct margins, etc.). One final copy MUST be bound in a plastic folder with a spine that binds the pages and will be given to the Senior Thesis committee for document archives. IT IS STRONGLY RECOMMENDED THAT THE STUDENT KEEP ONE OR TWO BOUND COPIES FOR HIS OR HER LATER USE (excerpts from/or entire document may be used to accompany college applications).

Final Thesis Document Components:

I. Title page must have the following:
   a. The title of the paper
   b. Author’s name and instructional affiliation (AMHS)
   c. Date submitted (date of oral defense)

II. Table of Contents: the more explicit the better

III. List of Illustrations (if applicable)

IV. List of Tables (if applicable)

V. List of Abbreviations (if applicable)

VI. Abstract: offers an overview of the project, states the hypothesis, thesis, or goals identifies the method of development; state its contribution to the body of knowledge, and summarizes the principal conclusion(s).
   a. No longer than 200 words
   b. Accurate
   c. Self-contained
      If applicable,
      1. Define abbreviations
      2. Define terms
   d. Concise
   e. Non-evaluative: Report, do not evaluate, what is in the paper
   f. Write clearly and succinctly
      1. Use active voice
      2. Use present tense to describe results
      3. Draw conclusions
      4. State continuing applicability

VII. Thesis
   a. Introduction
   b. Literature Review
   c. Methodology
   d. Findings
   e. Discussion

VIII. Reference Material
   a. Glossary (if applicable)
   b. Appendixes (if applicable)
   c. Supplementary material (if applicable)
      1. Graphs
      2. Charts
      3. Illustrations
d. Be sure to label all parts of the reference material appropriately. Reference material must have page numbers

e. References: All works and resources cited in the paper

f. Acknowledgements: your chance to thank the people of your choice
The Introduction answers the questions “what?”, “why?”, and “how?”, and summarizes the results of your thesis.

The Introduction of your paper will be started early and completed late in the thesis process. Because you will not know the “how” and the results of your research until the end of the process, you will be adding to the Introduction towards the end. Essentially, the Introduction is an overview of the whole paper. This chapter briefly tells the reader about key points that run through the project, including:

a. Background to the problem/Rationale:  
   You will address the historical significance of the problem being addressed. For instance, if working on a thesis on child abuse, you may choose to open your introduction with something like this: “There is an on-going and growing crisis of child abuse in this country. According to a recent publication by [ ] , it is estimated that . . .”

b. Present the problem addressed/Statement of the Problem.  
   For instance, “The problem that this research paper will address is an examination of the child abuse crisis in one small rural town in South Carolina…”

c. The research strategy, method, or approach.  
   “The way that this issue will be researched for this project will be to interview Department of Social Services workers and report…”

d. Research Questions:  
   The research questions will keep you focused. If you find yourself becoming confused about your project, revisit the research questions to refocus on your thesis topic. The specific questions that will be addressed are:
   1. How does the town of ... compare to the national statistical information on child abuse?
   2. What are some of the reasons reported by the respondents for the [greater or lesser amount] of child abuse in the town of…?
   3. What programs are offered within the town of... that address the education of people about the problem of child abuse in their community?

e. Implications of the study and how it relates to previous work in the field.  
   [This section will be filled in later in the research process and will summarize the implications that you have cited at the end of the research.]

f. Significance.  
   You can do this in the beginning and at the end of the paper. Why is this a significant area of research and, according to your findings, why is your particular study significant in the field?

g. Continuing applicability.  
   Like the above, you may choose to write this early in the process and extend later in your research. For example, “The issue and problem of child abuse is a sensitive and pervasive problem. There are a multitude of
approaches to dealing with child abuse (legal, educational, individual counseling, etc.). This project looks at the child abuse epidemic from the perspective of ... and only in one small town."

**Chapter II: Literature Review**

The literature review offers you the opportunity to synthesize your research to inform the reader about your topic. It is your responsibility as a researcher to become highly knowledgeable about your topic. This means that you have to read and present information that ranges from the general to the specific AND that you explore various perspectives of the topic.

For example: In a study of teaching methods for geometry, some experts may believe that the hands-on method is the most efficient followed by the terminology; others might believe in the reverse method. It is your job to present both sides of the information (as well as any other perspectives).

The Literature Review:

a. Introduction: present the scope of the information that will be presented in your literature review
b. Organize thematically, chronologically, or methodologically
c. Categorize sections appropriately (APA offers precise guidelines)
d. The APA Manual suggests the following:

Discuss the literature but do not include an exhaustive account. A scholarly review of earlier work provides an appropriate history and recognizes the priority of the work of others. Citation of and specific credit to relevant earlier works is part of the author’s scholarly responsibility. At the same time, cite and reference works pertinent to the specific issue and not works of only tangential significance. If you summarize earlier works, avoid nonessential details; instead, emphasize pertinent findings, relevant methodological issues, and major conclusion. Refer the reader to general surveys or reviews of the topic if they are available.

Demonstrate the logical continuity between previous and present work. Develop the problem with enough breadth and clarity to make it generally understood by as wide a professional audience as possible.

Controversial issues, when relevant, should be treated fairly. Whatever your personal opinion, avoid animosity and ad hominem argument arguments in presenting the controversy. Do not support your position or justify your research by citing established authorities out of context (pp. 11-12).
Chapter III: Methodology

This section informs the reader about the process steps you took to acquire data. The methodology should be a comprehensive account of all components of your method; for example, how you chose the participants, how you chose the questions of the survey, etc.

Methodology:

The Methodology section describes in detail how the study was conducted. Such a description enables the reader to evaluate the appropriateness of your methods and the reliability and validity of your results. It also permits experienced investigators to replicate the study if they so desire. (See section 1.09, pp. 17-20 in APA Manual for details on writing the methodology.)

This chapter also includes Data Analysis. The way that you analyze your data will be spelled out in the methodology section. For example: 100 surveys were administered to a random selection of high school students (you would need to describe what you mean by “random” -- that is also part of the method). Of the 100 surveys administered, 50 are 9th graders. Of this group, 35 are male, etc.

The APA manual also suggests that you identify subsections within the methodology section. Suggested sections include participants, materials, and procedures. Use your own judgment to make determinations regarding the appropriate headings for the methodology section. (Section 3.32 in the APA Manual provides guidelines for subheadings.)

Chapter IV: Findings

In this section, you will show and explain the results of your research. For example, if you created an ad campaign for a business, you will need to demonstrate the tools used for the ad campaign and the impacts this campaign had on the business.

According to the APA Manual (refer to section 1.10, pp. 20-26 for details):

The Results section summarizes the data collected. First, briefly state the main results for findings. Then, report the data in sufficient detail to justify the conclusions. Mention all relevant results, including those that run counter to the hypothesis.
Chapter V: Discussion

According to the APA Manual:

After presenting the results, you are in a position to evaluate and interpret their implications, especially with respect to your original hypothesis. You are free to examine, interpret, and qualify the results, as well as to draw inferences from them.

Open this section with a statement of the support or non-support of your original hypothesis. Note similarities and differences between your results and the work of others. Negative results should be accepted as such and not be explained away -- they are what they are. Negative results are as valid as positive results.

The APA manual suggests that you keep these questions in mind when writing this section.

- What have I contributed here?
- How has my study helped to resolve the original problem?
- What conclusions and theoretical implications can I draw from my study?
Oral Defense

Objective:
For the student to demonstrate mastery of their content area through a discussion and successful defense of their original research in front of the mentor, advisor, and a third party (another specialist in the field of study or an AMHS faculty member)

- Students should present final, polished copies of their projects to the Review Committee (made up of advisor, mentor and third party) at least **one week prior** to the defense so that they may look over the final product to be presented. Failure to do so may require that the oral defense be rescheduled, and will impact the student’s overall grade.
- Students must also arrange to discuss their thesis with the third party in advance of the presentation. (Students who fail to do so will be penalized during the final evaluation.)
- It is a good idea not to bind the thesis until after the oral defense because generally there are additional changes that need to be made.
- Students with exemplary work products may be invited to submit their thesis document to the Senior Thesis committee to earn special recognition.
- The final product sent to the Senior Thesis Committee must be bound.

The Oral Defense is divided into two parts:

The Dissertation:
After members of the Review Committee have read and individually assessed the written presentation, they will listen to the student discuss the project. The student will have a period not to exceed thirty minutes to discuss the project, the paper and the thesis process. The use of audiovisual aids can be highly effective during this discussion. If new materials are introduced during this oral presentation and are not included in the written paper, these materials must be incorporated before the project can be concluded and evaluated.

The Defense:
Immediately after the student has completed the oral dissertation, members of the Review Committee will rigorously examine all stages of the project. Every student must be asked to defend all parts of the project, for it is at this time that a thoroughly prepared student will be able to answer questions and defend the merit of the project. Review Committee members will come to the oral defense ready to ask questions that stem either from the written presentation or the oral presentation; they may present alternate arguments or ask for clarification. Because the thesis presents original work proposed by the student, its validity must be challenged. The purpose of the oral defense is not only to provide the opportunity for the student to defend the project; it also allows the Review Committee the chance to evaluate the student’s preparedness and the strength of the work.
Advisors should direct the question/answer session. Courtesy generally allows the mentor to ask questions first (if the mentor is comfortable with this), and then the third party, with the advisor addressing questions last.

General sample questions:
   What have you learned about yourself during this process?
   What would you do differently?
   What other related areas might you like to research in the future?

The student’s Review Committee (mentor, advisor and third party) may choose to share its evaluation with the student immediately after the oral defense, or, because of time constraints on the part of the mentor, the advisor may schedule a private meeting with the student. That meeting generally takes place the day of the presentation. Typically, the committee excuses the student and all observers from the room and meets immediately following the oral dissertation and defense.

Students may be asked to edit a written presentation that has faulty mechanics (spelling, punctuation, typos). It is expected that all errors will be corrected and the paper resubmitted before the final deadline set up by the student’s Review Committee. The student’s grade will remain “incomplete” until a corrected version of the paper is approved by the advisor. Failure to meet this final deadline will impact the student’s grade.

Advisors are responsible for submitting the grade sheet, signed thesis deadline sheet, Senior Thesis Submission Form, and an electronic version of the thesis to Susan Henley within one week of the oral defense.

Students who receive a grade of 93 or higher may be recommended for special recognition. In these instances, the student must submit a polished, final bound copy of their thesis to the Senior Thesis committee for further review. The Committee may elect to meet with the student for further discussion of the project or may issue a ranking based on the paper alone. Students who miss one or more deadlines (including the final deadline for presentation) will not be eligible for special recognition.
Senior Thesis Grading Policy

Senior Thesis Preparation Class
This class takes place during the Spring term in the student’s junior year. The student will receive ½ credit for the class and a quantitative grade will be given by the Senior Thesis teacher at the end of your junior year (the Senior Thesis syllabus provides grading information for the class).

The Senior Thesis Manuscript and Oral Presentation
Your final quantitative grade for the written and oral components of your project will be determined by your Review Committee. The grade will then be reported on your transcript as a ½ credit grade for Focus during your senior year.

For more information on the grading of the thesis, see the AMHS Senior Thesis Rubric.

PLEASE NOTE: Sometimes students leave the school to attend another school and/or parents are transferred (military, job transfers, etc.). These students MUST complete all work in the Senior Thesis Preparation class the same as students who will be staying for the completion of the project. They will earn ½ credit with a numerical grade for the Senior Thesis Preparation class.

Senior Thesis Extension Policy

In the event that a student needs an extension for a Thesis deadline, the procedures for requesting an extension are as follows:

1. Students must complete the AMHS Senior Thesis Extension Request form. This form must be signed by both the student and the advisor.

2. Students must request the extension at least one week prior to the deadline.

3. Students must have a legitimate reason for requesting the deadline. Legitimate requests involve circumstances beyond students’ control. Some examples of legitimate requests include: a mentor who has been out of town and thus, has not met with a student prior to a deadline; an unresponsive mentor; data collection that could not occur for reasons other than poor time management from student; a mentor who becomes ill; etc.

4. Students may not request an extension due to poor time management on their part. In this instance, students will simply miss the deadline.

5. Students must indicate a specific date by which they plan to meet the deadline.

6. Students must turn in the completed form to the Senior Thesis Coordinator, who will share it with the Senior Thesis committee. The committee will review extension requests and return answers to students as soon as possible. It is the students’ responsibility to verify that they have received approval for their extension. Students and advisors should keep a copy of the extension request in their file.
ACADEMIC MAGNET HIGH SCHOOL
PLAGIARISM POLICY

The Academic Magnet High School Student Handbook covers policy regarding plagiarism. The policy will be adhered to regarding the Senior Thesis written document.

Cheating and Plagiarism Policy: “Plagiarism (from the Latin word for 'kidnapper') is the presentation of someone else’s ideas or words as your own. Carelessly copying a source when you mean to paraphrase.” (From Little, Brown Handbook, 6th Edition, 1995)

Plagiarism is a serious and punishable offense. The following are examples of plagiarism:

- Copying a phrase, a sentence, or a longer passage from a source and passing it off as your own.
- Summarizing or paraphrasing someone else’s ideas without acknowledging your source.
- Handing in as your own a paper you have bought, downloaded, had a friend write, or copied from another student.
- Forgetting to place quotation marks around another writer's words.
- Omitting a source citation for another’s ideas because you are unaware of the need to acknowledge the idea.

Consequences of Cheating/Plagiarism

1st Offense: Student will receive a zero on the homework, project, test, or major assignment. The administration will be notified and the parent/guardian will be contacted concerning the incident and possible further disciplinary measures.

2nd Offense: Student will receive a zero on the homework, project, test or major assignment. The administration will arrange a conference with the parent/guardian and appropriate disciplinary measures will be administered which includes a suspension from school.

3rd Offense: As stated above, plus 2 days suspension and a mandatory parent conference at school.

4th Offense: As stated above with probable recommendation for expulsion by the Office of Student Placement.
FORMS RELATED TO SENIOR THESIS
Senior Thesis Parent/Student Responsibility Contract

Dear Parents and Students:

Congratulations! You are now ready to begin work in earnest on your senior thesis, a major project and requirement for graduation from AMHS. If you follow the instruction and directions of your Senior Thesis Preparation class teacher AND complete the process as outlined on your syllabus and in the handbook, you should have no difficulty achieving a passing to excellent grade for the thesis.

Some important facts to note:
• COMPLETION OF THE THESIS IS A REQUIREMENT FOR RECEIPT OF AN AMHS DIPLOMA.
• Failure in the Senior Thesis Preparation class will result in you not being invited to return to AMHS for your senior year.
• In addition, failure to demonstrate adequate progress and to meet the August deadline at the end of the summer break will result in a transfer to your home school.
• Students who fail to meet the requirements and responsibilities at any time during the process will be placed on academic probation, and will not be allowed to participate on sports teams, extracurricular activities, or other school-related clubs. Probation will be removed once evidence of recovery is provided by your advisor and mentor.

If at any point during the thesis process, you fail to meet your obligations to your mentor, your mentor may choose to end the Thesis process. Without a mentor, you will not be allowed to finish your thesis, and thus, will not fulfill the requirements necessary to receive an AMHS diploma. If a mentor substitution is warranted, only the Senior Thesis coordinator or Senior Thesis teacher, in consultation with your advisor, will be allowed to facilitate that substitution.

We ask that parents and students review the Senior Thesis Handbook before signing below. Please do not hesitate to contact the Senior Thesis Preparation teacher if you require any explanation beyond what is outlined in the Senior Thesis Handbook.

Although the thesis teacher, advisor, and family members are pledging to help through the process, only the student can complete the thesis.

Please sign below, indicating that you understand your obligations regarding the thesis.

I have received the AMHS Senior Thesis Handbook, and I am aware of my responsibilities.

Student Name: _____________________________________________________________
Signature: ___________________________________________________________ Date: __________

Parent/Guardian Name: _______________________________________________________
Parent/Guardian Signature: __________________________________ Date: _______________
Senior Thesis Mentor Meeting Verification

Students who need to use time during the school day to meet with a mentor must obtain prior approval, including the signatures of their parent/guardian and their Focus or Senior Thesis teacher. (Note: Meetings should only take time from Focus or Senior Thesis class. Any meeting that will cause a student to miss part of another class requires prior approval of the principal/vice principal and the teacher of that class.)

Student:

Destination:

Date of Meeting:

Expected Time of Meeting:

Parent/Guardian signature:

Parent Phone #:

Teacher Signature:

Class:

________________________________________  ______________________
For AMHS Attendance Office Use
Time out                      Date of Approval  _________
Time returned  ______________
ADVANCE APPROVAL FOR SENIOR THESIS OBSERVATION

This form must be turned into the Principal for approval five (5) days in advance of the presentation.

Students who wish to be excused from class to observe an AMHS Senior Thesis presentation must:
   1. Be passing all subjects they will miss
   2. Have approval of ALL teachers whose classes they will miss.
   3. Have approval of the Principal

Failure to follow policy will result in the student not being allowed to observe the presentation.

Student presenting:

Date and time of presentation:_____________________________

<table>
<thead>
<tr>
<th>Student (Please Print)</th>
<th>Date</th>
<th>Parent’s Signature</th>
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<tr>
<td>Principal’s Approval</td>
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<tr>
<th>Teacher</th>
<th>Period</th>
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<td>1A</td>
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Professional Etiquette Information for Students

- If you set an appointment – BE ON TIME! If something happens and you are held up, call your mentor in advance of the scheduled time. Remember, your mentor’s involvement is strictly voluntary; if you do not display courteous and professional behavior, he or she may withdraw from your project, leaving you without a mentor!

- Unless a mentor says, “Drop by any time” – DON’T! Many have very busy schedules and do not like unexpected guests.

- Call before you go – even if you are just dropping a manuscript by his or her office. Unless he or she says, “Just drop by and leave it with the secretary,” don’t just drop by. It is good practice to keep your mentor's business card in your wallet -- just in case you need it.

- Completion of the project affects not only your grade, but your mentor’s reputation, the reputation of the school, and essential projects that the mentor may be involved in. Some students have projects that are disconnected from their mentors’ projects, but for those that are directly related to present research being conducted, it is essential that the project be handled in a professional manner.

- Always hand in work that you are proud of – even if is not perfect and there are questions that still need to be addressed. When you give your advisor and mentor a manuscript to read, make sure you have tried your best to communicate the ideal in the text. Also, don’t forget to include citations where needed and to properly format the Reference list. You don’t want the mentor to feel as though he or she is wasting his or her time by reading your work.
Log of Mentor & Advisor Contact

Use the following log to track your advisor & mentor contact over the summer.

<table>
<thead>
<tr>
<th>Date</th>
<th>Person Contacted</th>
<th>Method of Contact</th>
<th>Issues Discussed</th>
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</table>
AMHS Senior Thesis Extension Request Form

To request an extension for a Senior Thesis deadline, please complete the form below and give it to the Senior Thesis Coordinator, who will share it with the Senior Thesis Committee. **You must submit your request at least one week in advance of the deadline.** If you fail to obtain advance approval, you will be considered to have missed a thesis deadline. Note that requests will only be honored if they are on time and legitimate. Requests for extensions due to poor time management by students are not legitimate reasons. In these cases, students will simply miss the deadline.

Date of Request:

__________________________________________

Student Name ___________________________ Student Signature________________________

Advisor Name ___________________________ Advisor Signature________________________

Parent Signature: __________________________________________

**Deadline that you will miss:**

__________________________________________

**Please provide an explanation for your request:**

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Specific date by which you can meet this deadline:

__________________________________________

Approved by the Senior Thesis committee?  Yes / No  Date:
Academic Magnet High School Thesis Submission Form

You must use this form to submit the final version of your thesis after you have made any changes suggested by your committee at the thesis defense.

Student Information

First Name             Last Name
Graduation Year        
Thesis Title           
Advisor Name           
Advisor Email          
Mentor Name            
Mentor Company         
Phone                  
Mentor Email           

For the Thesis Archive, first, select your thesis discipline(s) from the list below.

- Architecture
- Fine Arts
- History
- Linguistics
- Literature
- Philosophy
- Religion
- Education
- Business
- Law
- Psychology
- Medicine
- Mathematics
- Computer Science
- Sports Medicine
- Social Sciences
- Science

Thesis Keywords

Then, please list six keywords or phrases that describe the topic and content of your thesis. You should choose terms that will be recognized by others in your discipline, and may want to consider words that convey the who, what, where, and when of your project.

For example, if your thesis is about the novel Moby Dick and the whaling industry, you might choose the following keywords: Herman Melville; American literature; Moby Dick; whaling; New England; 19th century.

Student Signature         Date

Advisor Signature         Date

Adapted from NYU Gallatin School of Individualized Study Thesis Submission form

Would you recommend this mentor? Please be specific.

_____________________________________________________________________________ 
_____________________________________________________________________________ 
_____________________________________________________________________________
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**
The student is the key player in the senior thesis process. He or she does, however, have many people supporting his or her research endeavor.
The student must:
- Complete ALL tasks outlined by the teacher/syllabus in the Senior Thesis Preparation class
- Meet the Senior Thesis deadlines
- Meet and confer with his or her advisor when required and as often as the advisor/student deems necessary
- Meet with the mentor on a schedule arranged by the mentor and student
- Adhere to the Mentor Etiquette Guidelines
- Inform someone (advisor, Senior Thesis Coordinator, teacher) if he/she is experiencing any difficulty that may inhibit the completion of the thesis requirement

**The Senior Thesis Teacher**
- Provides a comprehensive overview of the thesis research process
- Monitors and checking the work of the student at frequent intervals to ensure that he or she is progressing appropriately
- Speaks to advisor regarding any issues relating to the student
- Maintains a file for each student in the class that is a chronicle of the work done by the student in the class
- Provides appropriate instruction and instructional material to guide and support the thesis writing process

**The Advisor**
- Finds the mentor and has an initial meeting with the mentor and student to review the roles of each
- Makes sure that deadlines are being met and that the student is maintaining a proper relationship and contact with the mentor
- Edits the text and provides feedback to the student
- Keeps a log of student conferences and maintaining the deadline sheet
- Maintains regular communication with parents
The Mentor

- Provides focus and direction to the research project
- Signs off on thesis proposal and questions.
- Guides, approves, and signs off on the research methodology, data collection procedure, and data 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 their written work.
- The mentor must be present at the oral defense of the student’s Senior Thesis, as the input of the mentor is critical to the final grade for this project.
- 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 student is to present the following to you during your first meeting:

- A copy of this letter
- A copy of the "Mentor Expectations and Agreement" form
- A copy of the professional etiquette handout that the thesis teacher has reviewed with the student. PLEASE INFORM THE ADVISOR IF YOU ARE HAVING ANY PROBLEM WITH THE STUDENT, or email us at the address below.
- A copy of a mentor log sheet if you would like to use it for record-keeping purposes
- A copy of the Senior Thesis Deadlines
- A copy of the syllabus for the Senior Thesis class

We sincerely hope that the relationship you are entering into with this thesis student is profitable and productive.

Yours truly,

Mary Catherine Lankford/Dr. Joy Altman
Senior Thesis Coordinators
Mary_Lankford@charleston.k12.sc / Mary_Altman@charleston.k12.sc.us

Mrs. Heather Benton
Mrs. Larissa Bortz
Mrs. Jennifer Grayson
Mr. Jon Phillips
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 Signature____________________________________  Date________________

Advisor Signature___________________________________   Date________________

Student Signature___________________________________    Date________________
Theory of Knowledge/Senior Thesis Preparation
Heather Benton, Larissa Bortz, Jennifer Grayson, Teresa Novinger

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 data collection procedures, analysis of data, and interpretation of data. 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, it is suggested that you purchase the APA Publication Manual (5th edition) for your 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
Group projects
Independent research
Thesis drafts
Semester final exam
## Course Outline

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<tr>
<td>• Introduction to inquiry and research skills</td>
<td>• Philosophical perspectives on research</td>
<td>• What is a &quot;Literature Review&quot;?</td>
<td>• Overview of Methodologies</td>
<td>• Choosing a thesis topic</td>
<td>• AMHS Senior Thesis — overview of requirements</td>
<td>• APÁ Publication Manual</td>
<td>• Work on first draft of Literature Review (10 pages)</td>
<td>• Introductory pages</td>
<td>• Final draft of thesis due to include:</td>
</tr>
<tr>
<td>• What is a thesis?</td>
<td>• Ethics and research</td>
<td>• Research articles</td>
<td>• Overview of Data Analysis procedures</td>
<td>• Choosing an advisor</td>
<td>• Overview of Thesis Chapters</td>
<td>• Collect articles for your Literature Review</td>
<td></td>
<td>• Chapter I</td>
<td>1. Chapter I -- Introduction</td>
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<tr>
<td>• Research exercises</td>
<td>• Plagiarism</td>
<td>• Using the library</td>
<td></td>
<td>• Thesis proposal</td>
<td>• Senior Thesis Manual</td>
<td></td>
<td></td>
<td>• Second draft of Literature Review due</td>
<td>2. Chapter II -- Literature Review</td>
</tr>
<tr>
<td>• Samples of research</td>
<td>• Research field of study</td>
<td>• Research databases</td>
<td></td>
<td>• Preparing for semester final</td>
<td>• Review of contracts and paperwork</td>
<td></td>
<td></td>
<td>• Editing of Literature Review drafts</td>
<td>3. Chapter III -- Methodology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Paraphrases, summaries, analyses, evaluations of literature reviews</td>
<td></td>
<td></td>
<td>• The Mentor</td>
<td></td>
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<td></td>
<td>4. References -- minimum 15 sources</td>
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<td></td>
<td>• Practice writing literature review</td>
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<td>• Peer edits of thesis</td>
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</tbody>
</table>
## Senior Thesis Deadlines

**Class of 2016**

<table>
<thead>
<tr>
<th>DEADLINE</th>
<th>DUE DATES</th>
<th>Advisor Signature and Date</th>
<th>Student Signature and Date</th>
<th>Comments: Note any missed deadline, incomplete work, or necessary revisions AND the dates and status of any extension requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-proposal to advisor</td>
<td>1/28/15</td>
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<td>2. Initial Meeting with Advisor</td>
<td>2/2/15</td>
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<tr>
<td><strong>Faculty Deadline</strong> Mentors acquired for students (contact information for mentors must be submitted to Altman or Lankford)</td>
<td>2/13/15</td>
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<tr>
<td>3. Completion of initial meeting between student, advisor, and mentor</td>
<td>2/20/15</td>
<td>N/A</td>
<td>N/A</td>
<td>Mentor and student will set date for Proposal Planning Meeting Date:</td>
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<tr>
<td>4. Proposal Planning Meeting</td>
<td>3/13/15</td>
<td></td>
<td></td>
<td>Mentor will advise on proposal and make suggestions for Review of Literature and Methodology Mentor must sign off on proposal using Proposal Planning Form</td>
</tr>
<tr>
<td>5. Formal Proposal to Advisor and Mentor</td>
<td>3/20/15</td>
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<td>Discuss Journal (Research Log)</td>
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<tr>
<td>6. Comprehensive Review of Literature (Chapter II) to Advisor and Mentor (minimum 15 academic sources)</td>
<td>4/10/15</td>
<td>No later than 5/1/15</td>
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<td>Journal to date</td>
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<tr>
<td>Advisor: Meet with advisee regarding Literature Review</td>
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<td>7. Draft of Methods (Chapter III) to Advisor and Mentor</td>
<td>5/1/15</td>
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<td>Journal to date Production Timeline</td>
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<td>Step</td>
<td>Description</td>
<td>Date(s)</td>
<td>Notes</td>
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<td>Advisor: Meeting with advisee regarding draft</td>
<td>6/5/15</td>
<td>Journal to date</td>
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<td>9.</td>
<td>Updated Chapter I and final of Chapters II-III and specific evidence of completed timeline tasks.</td>
<td>Last day of August Registration By 9/4/15</td>
<td>Must show specific evidence of completed timeline tasks.</td>
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<td>Advisor: Meeting with advisee regarding draft</td>
<td>10/2/15</td>
<td>Journal to date</td>
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<td>10.</td>
<td>Contact advisor and mentor re: Chapters IV &amp; V</td>
<td>10/2/15</td>
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<td>11.</td>
<td>Draft of Chapter IV due to Advisor and Mentor</td>
<td>10/23/15</td>
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<td>12.</td>
<td>Draft of V due to Advisor and Mentor</td>
<td>11/6/15</td>
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<td></td>
<td>Advisor: Meeting with advisee</td>
<td>By 11/13/15</td>
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<td>13.</td>
<td>Complete thesis document due to Advisor and Mentor</td>
<td>12/1/15</td>
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<td>Advisor: Meeting with advisee</td>
<td>By 12/8/15</td>
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<td>14.</td>
<td>Oral Presentations: all students must present by this date</td>
<td>Last Day before Winter Break</td>
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Academic Magnet High School

Senior Thesis Rubric

This thesis grading sheet will be used to rate the student at the oral presentation. Grading criteria for each member of the final thesis committee are listed separately. Each member of the committee will rate the student based on the specific criteria relevant to the role that he or she served. The scores are weighted as follows:

- Mentor: 35% of grade
- Advisor: 42.5% of grade*
- Third Party: 12.5% of grade
- Senior Thesis Final Exam Grade: 10% of grade

*7.5% of the grade will automatically reflect thesis deadlines. Students who miss a thesis deadline without an extension approved by the Senior Thesis Committee will be eligible for a grade no higher than 92.5%. A copy of the signed deadline sheet must accompany all grades.

This grading rubric has been adapted from that being used by the Chemical Engineering Department at Princeton University.
MENTOR GRADING: Maximum 70 points

The student's mentor should carefully evaluate the student on all the criteria listed below and give the score that he or she feels to be most appropriate for each section.

1. **Student Work Ethic**
   - **14-15 points** – The student worked on the project enthusiastically and with diligence. He or she met regularly with me and/or met the regular contact requirements outlined in the initial mentor/advisor/student meeting. Student came fully prepared to meetings and demonstrated a strong commitment to the thesis process.
   - **13 points** – The student was enthusiastic about topic and adhered to the terms of the initial mentor/advisor/student meeting contract. Student was adequately prepared for meetings.
   - **12 points** – The student made an effort to meet routinely with me but did not demonstrate enthusiasm about topic AND/OR did not demonstrate consistent diligence to task. Student was sporadic in adhering to the terms of the initial mentor/advisor/student meeting contract.
   - **11 points** – The student met and/or contacted me sporadically; he or she did not adhere to the terms listed in the initial meeting with mentor/advisor/student; met minimum progress requirements. Student was not prepared for meetings and showed little progress.
   - **10 points** – The student only contacted me when he or she was in need of immediate assistance; did not meet terms of initial contract agreement between mentor/advisor/student. Came to meetings unprepared.
   - **0-9 points** – The student worked rarely or not at all; he or she did not meet any of the criteria listed on the initial contract agreement between mentor/advisor/student.

2. **Thesis Scholarship**
   - **19-20 points** – Student was a model scholar and demonstrated mastery of issues related to thesis topic. Scope of thesis was ambitious and was carried out. Student examined literature far beyond the minimum 15 sources required and sources were scholarly and well chosen. Demonstrated mastery of issues related to thesis topic and responses to probing questions. Student actively initiated thesis work. Document went beyond the requirements laid out by the parameters of the topic.
   - **17-18 points** Student demonstrated above average scholarship. Scope was ambitious, but may have not been fully realized. Demonstrated competence in knowledge of literature and thesis process; however, some subtleties, references, or issues were missed. The student initiated his or her own research.
16 points – Student exhibited average scholarship. He or she did not go much beyond the sources required and/or recommended by thesis class or mentor. Important issues and references were missed. It was obvious that the student did the work to meet AMHS requirements but did not extend learning beyond these parameters. Data collection and analysis met requirements of thesis but student did not demonstrate an interest in extending knowledge beyond basic requirements.

14-15 points – Exhibited below average scholarship. The student showed limited mastery over literature – essentially not “learning” from research – just “doing” research. Important material was neglected. Student’s written work was below average and not carefully checked. Data collection and analysis was hastily done and not with care.

11-13 points – Scholarship was poor. The student demonstrated little knowledge of his or her topic. He or she did not meet or contact me enough to get suggestions for scholarly literature. The document was poorly written and data collection/analysis almost non-existent.

0-10 points – Thesis requirements were not met.

3. Overall Quality
24-25 points – Thesis was a pleasure to read. Document was well written. This document was of a quality that could be published or otherwise used in some capacity within my field. Student clearly grasped the protocol of a thesis. It was clear that the student edited the paper carefully before bringing to me.

21-23 points – Document was clear and well written. Student understood the thesis protocol. If scope had been more ambitious, or more fully realized, paper could be used in some capacity within the field.

19-20 points – Paper was well written but required a fair amount of editing. It was clear that the student did not pay attention to details of writing and/or did not edit prior to giving to me.

17-18 points – Document was poorly written. Significant portions were sloppy or unclear. The paper contained spelling and/or grammatical errors.

15-16 points – It was clear that the student did not put enough effort into writing this document. Most sections were unclear and did not cover the minimum required.

0-14 points – The document was incomplete.
4. Defense

10 points – The student demonstrated an expert's understanding of the topic and its issues. Gaps, limitations, and implications were clearly and thoroughly covered without prompting. The format of the presentation ideally suited the work.

9 points – The student demonstrated a solid understanding of the field and his or her own work. Gaps, limitations, and implications were acknowledged. The format of the presentation fit the research well.

8 points -- The student definitely understood the field and his or her own work. Subtleties, including the limitations or implications of the work, were not covered. The format of the presentation was fine.

7 points – There were clear gaps in the student’s understanding of the research. The presentation itself needed improvement.

0-6 points – The student did not demonstrate an understanding of the research. The presentation was poor.
The faculty advisor should carefully evaluate the student on all the criteria listed below and give the score that he or she feels to be most appropriate for each section.

1. **Student Work Ethic**
   - **14-15 points** – The student worked on the project enthusiastically and with diligence. He or she met regularly with me and/or met the regular contact requirements outlined in the initial mentor/advisor/student meeting. Student came fully prepared to meetings and demonstrated a strong commitment to the thesis process.
   - **13 points** – The student was enthusiastic about topic and adhered to the terms of the initial mentor/advisor/student meeting contract. Student was adequately prepared for meetings.
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   - **10 points** – The student only contacted me when he or she was in need of immediate assistance; did not meet terms of initial contract agreement between mentor/advisor/student. Came to meetings unprepared.
   - **0-9 points** – The student worked rarely or not at all; he or she did not meet any of the criteria listed on the initial contract agreement between mentor/advisor/student.

2. **Thesis Scholarship**
   - **19-20 points** – Student was a model scholar and demonstrated mastery of issues related to thesis topic. Scope of thesis was ambitious and was carried out. Student examined literature far beyond the minimum 15 sources required and sources were scholarly and well chosen. Demonstrated mastery of issues related to thesis topic and responses to probing questions. Student actively initiated thesis work. Document went beyond the requirements laid out by the parameters of the topic.
   - **17-18 points** Student demonstrated above average scholarship. Scope was ambitious, but may have not been fully realized. Demonstrated competence in knowledge of literature and thesis process; however, some subtleties, references, or issues were missed. The student initiated his or her own research.
   - **16 points** – Student exhibited average scholarship. He or she did not go much beyond the sources required and/or recommended by thesis class or mentor.
Important issues and references were missed. It was obvious that the student did the work to meet AMHS requirements but did not extend learning beyond these parameters. Data collection and analysis met requirements of thesis but student did not demonstrate an interest in extending knowledge beyond basic requirements.

14-15 points – Exhibited below average scholarship. The student demonstrated limited mastery over literature – essentially not “learning” from research – just “doing” research. Important material was neglected. Student’s written work was below average and not carefully checked. Data collection and analysis were hastily done and not with care.

11-13 points – Scholarship was poor. The student had little knowledge of his or her topic. He or she did not meet or contact me enough to get suggestions for scholarly literature. The document was poorly written and data collection/analysis almost non-existent.

0-10 points – Thesis requirements were not met.

3. Overall Quality

24-25 points – Thesis was a pleasure to read. Document was well written. This document was of a quality that could be published or otherwise used in some capacity within the field. Student clearly grasped the protocol of a thesis. It was clear that the student edited the paper carefully before bringing to me.

21-23 points – Document was clear and well written. Student understood the thesis protocol. If scope had been more ambitious, or more fully realized, paper could be used in some capacity within the field.

19-20 points – Paper was well written but required a fair amount of editing. It was clear that the student did not pay attention to details of writing and/or did not edit prior to giving to me.

17-18 points – Document was poorly written. Significant portions were sloppy or unclear. There were spelling and/or grammatical errors.

15-16 points – It was clear that the student did not put enough effort into writing this document. Most sections were unclear and did not cover the minimum required.

0-14 points – The document was given to me in incomplete form.
4. Defense

10 points – The student demonstrated an expert's understanding of the topic and its issues. Gaps, limitations, and implications were clearly and thoroughly covered without prompting. The format of the presentation ideally suited the work.

9 points – The student demonstrated a solid understanding of the field and his or her own work. Gaps, limitations, and implications were acknowledged. The format of the presentation fit the research well.

8 points – The student definitely understood the field and his or her own work. Subtleties, including the limitations or implications of the work, were not covered. The format of the presentation was fine.

7 points – There were clear gaps in the student's understanding of the research. The presentation itself needed improvement.

0-6 points – The student did not demonstrate an understanding of the research. The presentation was poor.

POINTS FOR STUDENT WORK ETHIC

POINTS FOR THESIS SCHOLARSHIP

POINTS FOR OVERALL QUALITY

POINTS FOR DEFENSE

TOTAL POINTS AWARDED BY ADVISOR
THIRD PARTY GRADING: Maximum 25 points

1. **Planning**
   - **5 points** – The student discussed the thesis with me and presented me with the written document at least one week prior to the oral defense.
   - **4 points** – The student gave me the written document in sufficient time for me to read but did not discuss project with me.
   - **3 points** – The student gave me the written document less than one week before presentation and did not discuss project with me.
   - **2 points** – Student gave me the written document less than three days before presentation – forget any discussion.
   - **1 point** – Student gave me the document on the day of the presentation.

2. **Overall Quality**
   - **10 points** – Superior. Document was a pleasure to read. It was clear that the student edited the paper carefully before bringing to me. Document demonstrated a full understanding of the protocol of a thesis. Design, data collection, and analysis were exemplary.
   - **9 points** – Excellent. Document was well written. Student demonstrated an understanding of the thesis process; perhaps could have edited or prepared a bit more thoroughly. Methodology and data collection were appropriate for a well-designed thesis. Data collection and analysis were thorough.
   - **8 points** – Average. Paper was complete but required a fair amount of editing. It was clear that the student could have paid more attention to the details of writing and/or the thesis protocol. Data collection might not have been as thorough as initially designed.
   - **7 points** – Poor. Document was poorly written. Data collection and analysis were weak.
   - **6 points** – Without merit. It was clear that the student did not put the necessary effort into writing this document or conducting independent research. Most sections were unclear.
   - **0-5 points** – The document was incomplete.
3. Defense

10 points – The student demonstrated an expert's understanding of the topic and its issues. Gaps, limitations, and implications were clearly and thoroughly covered without prompting. The format of the presentation ideally suited the work.

9 points – The student demonstrated a solid understanding of the field and his or her own work. Gaps, limitations, and implications were acknowledged. The format of the presentation fit the research well.

8 points -- The student definitely understood the field and his or her own work. Subtleties, including the limitations or implications of the work, were not covered. The format of the presentation was fine.

7 points -- There were clear gaps in the student's understanding of the research. The presentation itself needed improvement.

0-6 points – The student did not demonstrate an understanding of the research. The presentation was poor.

POINTS FOR PLANNING

POINTS FOR OVERALL QUALITY

POINTS FOR DEFENSE

TOTAL POINTS AWARDED BY THIRD PARTY
Academic Magnet High School
Senior Thesis Grade Sheet

STUDENT NAME: ____________________________________________________________

MENTOR TOTAL ______ Signature:

ADVISOR TOTAL ______ Signature:

THIRD PARTY TOTAL ______ Signature:

SENIOR THESIS PREPARATION
FINAL EXAM GRADE ______ Signature:

(10% of 200 pts; calculate by multiplying the Senior Thesis Final Exam grade by .2)
(Note: this grade and thesis teacher signature MUST be present before oral defense begins)

If all thesis deadlines were met,
   ADD 15 points
   DO NOT ADD POINTS IF THE STUDENT MISSED ONE OR MORE DEADLINES ______ Signature:

(Advisor must attach signed thesis deadline sheet. If student has missed more than one deadline, it is expected that the Student Work Ethic point total will reflect the additional missed deadlines.)

TOTAL POINTS __________

POINTS/200 = __________ %

The student’s Review Committee (mentor, advisor and third party) may choose to share its evaluation with the student immediately after the oral defense, or, because of time constraints on the part of the mentor, the advisor may schedule a private meeting with the student. That meeting generally takes place the day of the presentation. Students may be asked to edit a written presentation that has faulty mechanics (spelling, punctuation, typos). It is expected that all errors will be corrected and the paper resubmitted before the final deadline set up by the student’s Review Committee. The student’s grade will remain “incomplete” until a corrected version of the paper is approved by the advisor. Failure to meet this final deadline will impact the student’s grade.

Advisors are responsible for submitting the grade sheet, signed thesis deadline sheet, Senior Thesis Submission Form, and an electronic version of the thesis to Susan Henley within one week of the oral defense.