Senior Project Instructions

The senior project provides you with the opportunity to examine an area of personal interest, within the overall topic of our senior seminar, and to consider the application of that topic to children’s learning and development. This project will incorporate information from our class reading and at least 10 additional sources (both scholarly and popular). The senior project will include the following products:

1. An application or intervention based on your reading (e.g., a lesson plan, a brochure or newsletter for parents, a presentation for teachers about how to use a particular program),

2. A scholarly paper using the course material and supplementary sources to support the intervention that you have proposed.

3. A presentation explaining your intervention and how it is supported by the literature.

To help you in evaluating the meaning of these individual sources and in identifying the key information, you will begin this project by completing a source review worksheet (available on our class website). These worksheets are designed to help you consider the different aspects of the article that may be relevant to your proposed intervention. The worksheets also give me the opportunity to provide you with feedback on your sources.

Following your analysis of the individual sources, you will develop an outline for your project. The outline should contain and organize the information that you will need to produce all of the products for this project. Detailed instructions for the outline are attached.

Remember that every paper should have a clear introduction and conclusion. The introduction should begin with a broad premise and then become increasingly specific. In the case of your senior paper, the introduction should begin with a clear statement about what your intervention, why it is needed, and why you believe that it will be effective. The introduction should serve as an overview of the information that will be included in the rest of the paper.

The body of the paper should present the evidence supporting your intervention. This information may be organized by the source (so that you review each source individually) or by content (so that all information about a particular issue is reviewed together, regardless of source). The key organizing principles should be to avoid repetition and ensure that ideas follow a logical sequence. You may wish to use section headings for different ideas and/or to separate the literature review from the description of your intervention.

The conclusion should begin with a brief review of the specific information that you have presented and expand out to encompass and restate your original premise. The conclusion should not include any new information or ideas; it should only restate your previous ideas to emphasize the main points.
Senior Project Outline

I. Description of intervention or application
   A. Form
      Include all required information. For example, a newsletter should specify how
      long it will be, whether it will be in color or black and white, etc. A presentation
      should specify whether it will use PowerPoint and/or handouts or other media,
      how long it will take, the forum (large or small group), etc. A lesson plan should
      include the expected duration of different components, the required resources,
      the student evaluation, and the like.
   B. Content
      Explain what information will be included in the intervention (i.e., what
      information will be presented to the people who will receive the intervention).
      This should be appropriate to the target audience.
   C. Audience
      Describe the characteristics of the people who expect to serve.
   D. Expected outcomes
      Explain what you hope to accomplish by this intervention and how you will
      know if it succeeded.

II. Support
   A. Based on source articles
   B. Should include information
      1. Supporting the activities your propose
      2. Indicating the importance of the skills or knowledge your will convey
      3. Demonstrating effectiveness/need for the target population
   C. Utilizes
      1. Empirical research evidence
      2. Policy statements
      3. Learning standards (national, state, and/or school specific)