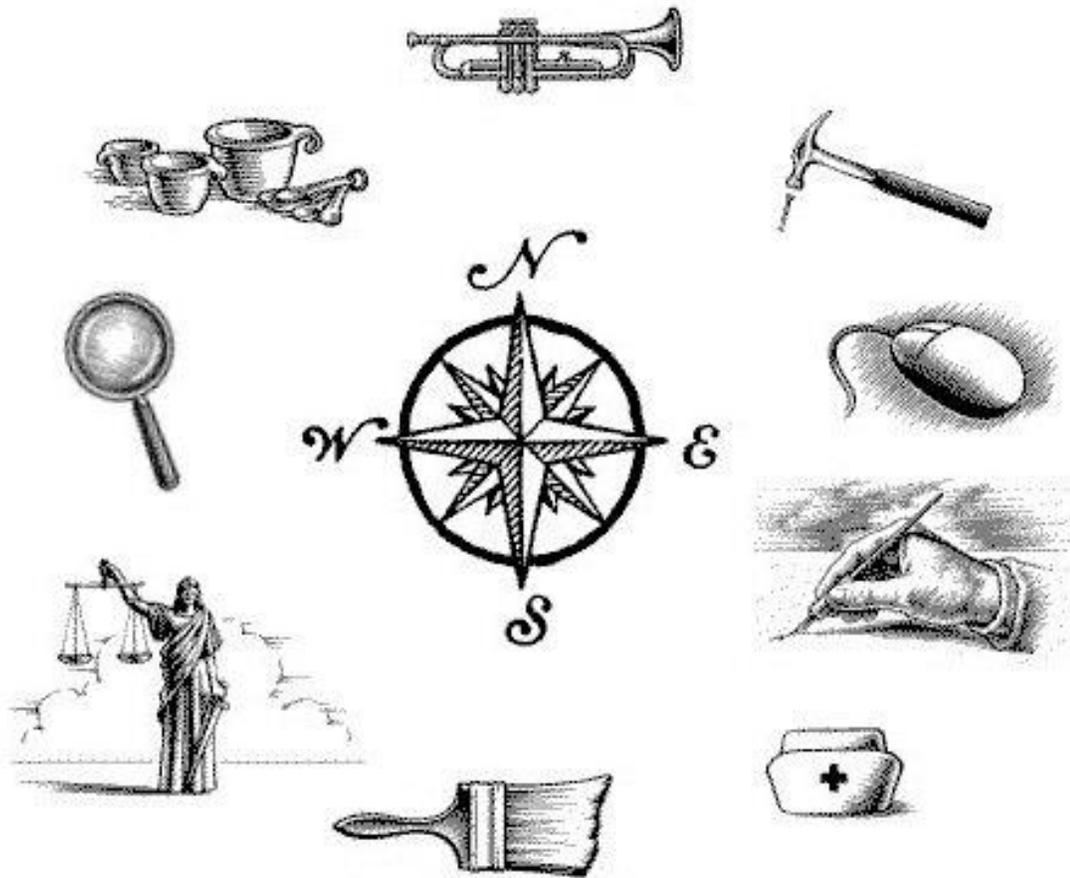


SENIOR SEMINAR HANDBOOK

PART I

2019-2020



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In the spring semester, you will receive Part II of this handbook.



SENIOR SEMINAR COURSE DESCRIPTION

Our belief is that many high school students can prepare themselves better for life, careers, and their own continuing education by working on supervised projects of an educationally relevant nature.

In the Senior Seminar, students engage community resources for career exploration and investigation, as well as for exploring issues on topics of interest. Students may choose an internship program in an area of personal/professional interest, a focused community service project in one field of particular significance or an independent study reflecting upon a specific problem or discipline of interest. All Senior Seminar students work with a mentor who will guide and/or instruct them during their internship.

SENIOR SEMINAR GOALS

- Develop a heightened sense of identity and self-esteem through self-selected projects
- Develop the ability to interact with adults and the wider community
- Make a more realistic and satisfying career choice
- Develop the desire for life-long learning
- Learn career skills needed to be successful
- Become skilled at presenting ideas and experiences to an audience
- Share experiences with other students and members of the community

ACADEMIC CREDIT

This course is offered jointly through the English and Social Studies departments. Students will receive ½ credit in Social Studies and ½ credit in English. In addition, this course fulfills the New York State requirement for Participation in Government.

GRADING

Your 3rd quarter grade will be based on: your annotated bibliography (20%), research paper (30%), journals #1-5 (30%), mentor progress report (10%) and class participation (10%).

*Your 4th quarter grade will be based on: your journals #6-10 (30%), your visitation (15%), your self-evaluation (10%), your mentor evaluation (15%), your presentation outline/storyboard (20%), your time log and class participation (10%).

Your final exam grade will be based on: your final presentation

**Students completing the New Paltz option or who are taking Senior Seminar Honors will have an extra essay to complete. Grade percentages will be adjusted accordingly.*

REQUIREMENTS FOR SENIOR SEMINAR

Internship and Mentor

Students must obtain an internship or develop a project that is:

- in any area of his or her particular interest
- supervised by an adult mentor
- approved by a parent/guardian through a signed consent form

Students **cannot** obtain an internship or develop a project that is:

- paid in any form
- at their place of employment
- in a family-run or owned business
- on Fridays during scheduled class time
- part of a club or extracurricular at the high school

Annotated Bibliography

Students will complete an annotated bibliography on an area of research based on their internship, focused community service project, or independent study. Research should include relevant readings, interviews, television shows, videos, internet sources, etc.

Research Paper

After completing the annotated bibliography, students will submit a 3-4 page typed research paper based on based on their internship, project, or independent study.

Class Participation

Because Senior Seminar meets only on Fridays, attendance is extremely important is a major component of class participation. Students who miss more than two Fridays will lose points off class participation grades.

Journal

The journal is a personal reflection of each student's experience. The entries might include observations, criticisms, explanations, evaluations, recommendations, and references to readings. Students will submit weekly journals to their assigned teacher.

Meetings With Mentors

Students should have individual meetings with their mentors every week. Mentors will keep track of students' progress and report any problems or difficulties to teachers.

Hours

Students must commit 120 hours (minimum) to the program. This includes a minimum of 80 hours on the project or at the internship site. The rest of the time may be comprised of class meetings, research, journal writing, and preparation for the final presentation. ****Students must engage in the internship/project for the duration of the full 10 weeks; hours cannot be completed in bulk.** Internships run from early February to the first week of May, approximately 12 weeks, seven hours per week.

Time Log

Students will maintain weekly logs that verify the time spent on the project. This record should include all time spent working on project including internship time, research time, journal-writing time, class time, etc. This log must be signed by the mentor. [See appendix for sample time log.]

Storyboard/Final Presentation

Students will make a final presentation of their work. This may take the form of a digital film or a live presentation with Google Slides/Power Point. In preparation for the final presentation, students must create a storyboard to show their planning process.

OBTAINING AN INTERNSHIP

WHAT CAN I DO?

Senior Seminar students can complete an internship or project during the second semester. In either case, you must secure a mentor to guide you through the process.

Internships

Previous student internships have included work in:

- law enforcement
- veterinary medicine
- art therapy
- computer science
- graphic design
- law
- care for the elderly
- psychology
- entertainment
- elementary education
- auto mechanics
- medicine

Projects*

- write and record an original music album
- build a sailboat
- design and create a computer program
- write a novel
- work on a community sponsored project

***Like internships, all projects must be supervised by a mentor! You cannot go off and write a music album on your own; you must find someone to sponsor you and work *with* you.**

HOW DO I FIND AN INTERNSHIP?

1. Database

Your teacher will provide you with a link to a database of prior internships with contact names and numbers.

2. Word of Mouth

If you know what you want to do, ask around! You never know who has connections to various companies and organizations.

3. Prior Practice/Senior Seminar Database

If you're interested in an internship that a former student had, or want to see what students have done before you, try the Senior Seminar Database. You will need your school email address to access it. Links are available on your teacher's website or Google Classroom.

4. The Phone Book/Google

Many students have obtained internships simply by looking up their field of interest in the phone book and calling people. It can't hurt to ask!

CANVASSING FOR PLACEMENT

Canvassing for a placement can involve three types of contacts: cold-calling, hot-calling, and email.

Hot-calling involves making a contact with an individual already known, directly, or through a third party. This individual in many cases will already be aware of the purpose of the canvas. Typically, these are the “least threatening” calls for students to make.

Cold-calling involves making contact with an individual who has no prior knowledge of the intent of the canvas. These are the most difficult calls to make. To aid students making cold-calls, the following script has been designed. Remember that the principle purpose of the call is to get an appointment to meet with the person who can make a decision on the possibility of an internship.

Cold-Call Process

1. Introduction: Hello, my name is _____ from Tappan Zee High School. I’m calling in reference to an internship program at my school and I would like to explore the possibility of interning with your (company). Is this a good time to call?

If they answer NO...

Your response: When would it be a good time to call back?

***In this way, you do not have to rush or get cut off. Finding a time that is convenient to the sponsor will keep the door open for the next call.

If they answer YES... but ask what is this in reference to?

Your response: At Tappan Zee High School, there is a Senior Seminar program in which seniors intern in a field of interest to them. I would like the opportunity to come in and speak with you or someone else so that I could describe the program in more detail.

***The key is to get an appointment, not have the decision made over the phone.

2. KEY ITEMS TO REMEMBER WHEN COLD-CALLING

- Introduce yourself and state who you are.
- Try to speak with the person who can make the decision about the internship.
- When you hear the first “no,” assume that you have not clearly identified the purpose of your call and re-state your request.
- Persistence, persistence, persistence!

Hot-Call Process

For hot-calling, the fundamentals of cold-calling apply with a few exceptions:

1. Establish how the person you are talking with knows you or knows of you (through a friend, relative, teacher, neighbor, etc.)
2. If the purpose of your call has been established prior to the initial contact, link the purpose and the common contact together.
3. Again, try to get an appointment to meet the individual.
4. If the person is aware of the program and offers you an internship right on the phone, close the deal right then and set up a follow-up meeting with the person ASAP.

E-Mail Process

Here is a template for how to email a prospective mentor. If you have completed your resume for college, consider attaching this as well.

Dear Ms./Mr./Dr. _____,

My name is _____ and I am a senior at Tappan Zee High School. I'm writing in reference to the Senior Seminar internship program at my school and I would like to explore the possibility of interning with (you... your company... your organization). I am interested in working with (you... your company... your organization) because _____.

I will need to complete a total of 80 hours in my internship from early February to the first week of May, approximately 12 weeks, seven hours per week. Please let me know if you are available or interested in having me as an intern. I have attached my resume for you to learn more about me. Thank you very much for your time.

Sincerely,
Your name
Your phone number

Following Up

If you don't get a response within a week after you have called or emailed, consider following up. It's okay to be persistent as long as you are polite:

By phone:

Good afternoon. I'm following up on my previous call on [date] in regards to securing an internship with (you... your company... your organization).

I am eager to speak with you about the possibility of working with you as an intern. Did you receive my inquiry? Would I be able to come in and talk to you about my program?

By email:

Dear Ms./Mr./Dr. _____,

Good afternoon. I'm following up on my previous email of [date] in regards to securing an internship with (you... your company... your organization).

I am eager to speak with you about the possibility of working with you as an intern. Please let me know if you received my inquiry and are available to talk further about my internship program.

Sincerely,
Your name
Your phone number

Meeting With Your Mentor

You will need to meet with your mentor to have him/her sign your internship form (last page).

When meeting with your mentor:

1. Bring your internship form (last page of this handbook).
2. Bring a copy of the **mentor handbook** to leave with him/her.
3. Dress appropriately.
4. Be polite and grateful. Remember that your mentor is doing a great service for you, and you should show proper gratitude.

This sheet should be given to your teacher as soon as your internship/project is secured. It must be completely filled out.

Senior Seminar: Internship Information

Student Name: _____ Student e-mail: _____

Mentorship Description: _____

Company/Organization (if applicable): _____

Mentor First and Last Name: _____

Mentor Phone Number: _____

*Mentor e-mail: _____

Address of internship: _____

Dates and times of internship (if known): _____

*REQUIRED for teacher contact

Signatures

1. I agree to be mentor for the above named student. I understand that I am required to fill out 2-3 assessments of my student as described in the Mentor Handbook.

Mentor signature: _____

2. I approve of my son/daughter's Senior Seminar project/internship and I understand the requirements of this course.

Parent/guardian signature: _____

Parent/guardian email: _____

3. I have read the handbook and understand the requirements of this course.

Student signature: _____

**THIS SHEET MUST BE COMPLETED BY THE FIRST WEEK
OF SECOND SEMESTER.**