

Only **YOU** can make your Senior Experience memorable and valuable.

**Plan** ⇒ **Implement** ⇒ **Reflect**



100 Tarrar Springs Road, Lexington, SC 29072 | Phone: 803-821-1000 Fax: 803-821-1010

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## District Information

### Board of Trustees

Debra L. Knight, Chair; G. Edwin Harmon, Ph.D., Vice Chair; Cynthia S. Smith, Secretary; Sandra Kay Backman, Jean N. Haggard, Dr. Bradley R. Pitts, Dr. Brent M. Powers

### District Office

Superintendent- Gregory D. Little, Ed.D.

Chief Academic Officer- Gloria Talley, Ed.D.

Director of Secondary Schools- Ryan T. Pool

Coordinator of Reading and Language Arts- Erica K. Bissell, Ed.D

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Ted Daughtrey, Principal

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Denise Salters, Project Coordinator

### Nondiscrimination

Lexington County School District One does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in admission to, access to, treatment in or employment in its programs and activities. The following people have been designated to handle inquiries or complaints. The Chief Human Resources Officer handles inquiries/ complaints regarding Title IX. The Director of Middle Schools handles inquiries/complaints regarding Section 504. The Mathematics Coordinator handles inquiries/complaints regarding Title II. Contact these people with questions regarding these issues at 100 Tarrar Springs Road, Lexington, SC 29072 and telephone number (803) 821-1000.

### Lexington One Mission

The mission of Lexington County School District One —where caring people, academics, the arts and athletics connect — is to prepare 21st century graduates while serving as the center for community learning. Therefore, we will provide:

- an array of exceptional learning experiences in a high-performance culture of excellence that sets high expectations for every student.
- opportunities to develop talents, interests and skills through choices from a comprehensive system of 21st century learning experiences in the arts, academics and athletics.
- various innovative learning delivery and support systems to personalize learning and to ensure that our students are learning sophisticated 21st century skills, knowledge and attitudes.
- opportunities to practice leadership and citizenship in a global context.
- access by the community to a range of learning and participatory community experiences throughout life.
- a learning environment and professional culture of caring and support.

### Lexington One Vision

The graduates of Lexington County School District One are a new generation of leaders and global citizens who are self-directed, creative, collaborative, caring and multilingual, and who flourish in a global, competitive 21st century.

Our graduates are confident in academics, sophisticated in learning, accomplished in 21st century skills, global in orientation and prepared as leaders and citizens of our democracy. Therefore:

- Our schools serve as the center for community learning.
- Our students are engaged in high-quality learning and are provided an exceptional array of 21st century learning experiences.
- Our collaborative and innovative organization for learning develops self-directed, creative and collaborative graduates.
- Our culture and our academics develop leadership and citizenship skills for the global world and for our democracy.
- All stakeholders accept collective responsibility for the sophisticated learning of our students.
- Each student receives the personal support necessary to reach his or her goals through a caring environment that advocates for students and works to eliminate barriers to learning.

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## Rationale

High school seniors are nearing the completion of 12 years of education. They have taken a variety of courses and developed an assortment of skills during those years. The senior year is a time for students to assimilate their knowledge and skills in a senior experience to showcase what they have learned. The project provides an opportunity for students to choose an area of interest, conduct in-depth research, and demonstrate problem-solving, decision making and independent learning skills. It contributes to a strong senior year of challenging course and practical experiences that prepare students for the next step in work and further education following the district's initiative of LexLeads, LexLearns, LexLives.

A senior experience involves several steps. First, students select a topic, gather information, and create a plan of action. Second, students complete an analytical, in-depth research project in their English IV class culminating with a formal research paper and analysis of rhetorical components. Finally, students create an electronic presentation for a senior experience exhibition in which they will explain and defend their work to students, teachers, and community leaders who know about and are interested in the topic.

The Senior experience is challenging. It requires considerable effort on the part of the students in showing what they have learned. A good senior experience requires students to plan in order to meet deadlines and manage the project successfully. Students have opportunities to gather information, integrate academic and career/technical studies, develop verbal and nonverbal communication skills, and feel a sense of accomplishment for a job well done.

Choose your senior experience topic wisely and do not procrastinate. The senior experience is meant to be a culmination of your hard work and dedication to excellence throughout your high school career. Let this final project define your high school years and showcase your talents for colleges and future employers to appreciate what you have to offer their organizations.

## Organizational Framework

### The Senior Experience Coordinator

If special circumstances arise during the year, discuss the matter with your English teacher. Your teacher may refer you to the Senior Experience Coordinator who may be able to resolve the issue. The Senior Experience Coordinator may decide to schedule an appointment with the Executive Committee for you to present information.

### Executive Committee

The Executive Committee is a panel of teachers and administrators at each school who meet to resolve Senior Experience issues. Students who have a concern need to write a letter, typed in block format, describing the problem. Make sure to include your full name, your English teacher, and a detailed description of your request. You must submit your request to the Senior Experience Coordinator no later than one week before the date of the meeting. The Coordinator will inform you if you will need to appear before the Committee. You will receive a written response from the Coordinator regarding your request.

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## Overview of Process

Senior Experience Adaptation for AP Language Students--approved by the College Board through the AP Syllabus Audit

### Objective

Students will present opposing viewpoints of an important issue to the class through a variety of media: a researched argument paper, an analysis of rhetoric, and a panel presentation.

### Topic

Students will select their own topics and submit them for teacher approval. (Once a topic has been approved by the teacher, no one else in the class may duplicate that topic; however, another student in the class may choose to research an OPPOSING viewpoint of the same topic.) Topics should be controversial, scholarly, appropriate for presentation in an AP class, and narrowed sufficiently in order to provide depth. Students should do some preliminary research on their intended topic to make sure there is sufficient information available to support an extended project before selecting it.

### Preparation

Students will have at least 30 minutes of class time on several days to work on the paper and presentation.

### Research Paper

Students will move beyond the information shared in the presentation by writing researched argument papers that ask them to draw upon their own researched primary and secondary sources. Each student will write an individually prepared researched argument (6-8 pages in length using at least 7 sources) that takes a position on the student's selected topic. Each student will receive one major grade for the individually prepared researched argument paper and a separate major grade for the individual presentation.

### Rhetorical Components

Students will collect and analyze several rhetorical components to include in their panel presentations.

- Fact Sheet (one page bulleted list that features major points and sources for additional reading with a works cited page)
- Interview (conduct an interview with an expert in the field of study and create an interview transcription)
- Case Study (at least one effective and appropriate case study to illustrate a concept) **This example must come from an interview with an expert on the topic. If confidentiality issues prevent the expert from providing a case study, the student may use one found in the secondary research with permission from the teacher.**
- Editorial Cartoon (find and analyze one editorial cartoon to support the argument)
- Two Photographs (find and analyze two photographs to support the argument)
- Graph (find and analyze one graph from the research)

### Panel Presentation

Students will make a **10–15** minute presentation for which they will receive an individual grade from a panel of outside evaluators. The main objective of the presentation is to INFORM and DISCUSS.

**The Panel Presentation must contain each of the following:**

- multimedia presentation (All sources must be documented properly according to MLA guidelines.),
- fact sheet (one page bulleted list that features major points and sources for additional reading with a works cited page),
- stated use of at least seven scholarly sources (print, Internet, DISCUSS, etc...),
- at least one table or graph of information found in the research (may be within Multimedia presentation),
- at least one effective and appropriate editorial cartoon (may be within Multimedia presentation),
- at least two effective and appropriate photographs (may be within Multimedia presentation),
- at least one effective and appropriate case study (specific example) to illustrate a concept, **(This example must come from an interview with an expert on the topic. If confidentiality issues prevent the expert from providing a case study, the student may use one found in the secondary research with teacher permission.)**
- inclusion of erroneous information or misconceptions people have about the topic (wrong information, oversimplification of the topic, etc.) with clarification of the correct information, and
- question and answer discussion period.

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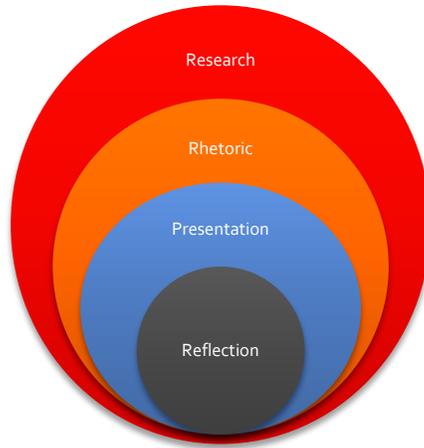
### Self-Evaluation essay

Students will reflect on the entire AP Senior Experience. They will evaluate each component and reflect on the obstacles and complications encountered and how they overcame them. This reflection should be 2-3 pages in length and cover their research, rhetorical components, and presentation.

## Senior Experience Components

### 4 Major Pieces

Students will begin with the research topic. Once it is approved, the student will gather and analyze research and rhetoric. When everything is finalized, the student will create a multimedia presentation demonstrating and showcasing the research and rhetorical components. Finally, students will reflect on their progress.



20% OF AP ENGLISH IV GRADE

- ▲ RESEARCH  
Counts 35%
- ▲ RHETORIC  
Counts 35%
- ▲ PRESENTATION  
Counts 20%
- ▲ REFLECTION  
Counts 10%

### Late Policy for Missing Senior Experience Deadlines

The late penalty for Senior Experience work is five percent per day for any late assignment. If students are absent or sign out from school, all work is **still** due on the assigned date.

### Reflection

Students will write a reflection piece explaining their growth in communication, collaboration, creativity, innovation, leadership, responsibility, flexibility, adaptability, critical thinking, problem solving, information and media literacy skills, productivity, and accountability skills.

## Grading

Rhetorical Component		Research Component	
Fact Sheet	10	Annotated Bibliography	10%
Interview Transcription w/ Thank You Note	30	Research Paper	25%
Editorial Cartoon	15	Total	35%
Photographs (2)	30		
Graph (found in research)	15	Presentation	20%
		Self-Evaluation/Reflection Essay	10%
Total	35%		



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**AP English IV Adapted Senior Experience Presentation Rubric**

AP English IV Adapted Objectives	Learning Targets	1	2	3	4	5
	I can... Presentation has met learning targets.					
<ul style="list-style-type: none"> <li>• Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.</li> <li>• Analyze and interpret samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies.</li> <li>• Demonstrate understanding of the conventions of citing primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>• clearly state my position on an issue.</li> <li>• provide information beyond general knowledge.</li> <li>• add support for main points and properly cite sources.</li> <li>• acknowledge opposing viewpoints.</li> <li>• include expert interview information (primary research).</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>• Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.</li> <li>• Analyze images and other multimodal texts for rhetorical features.</li> </ul>	<ul style="list-style-type: none"> <li>• logically connect editorial cartoon to my topic.</li> <li>• highlight my topic with two photos.</li> <li>• utilize my graph to effectively support my assertion.</li> <li>• discuss my case study.</li> <li>• provide a high quality fact sheet.</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>• Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing.</li> </ul>	<ul style="list-style-type: none"> <li>• hook the audience.</li> <li>• clearly state my purpose.</li> <li>• make smooth transitions between ideas.</li> <li>• refer to and explain aids at appropriate points.</li> <li>• present a strongly constructed conclusion.</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>• Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing.</li> <li>• Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• design an attractive multi-media presentation.</li> <li>• include accurate information on my slides.</li> <li>• include the appropriate amount of information per slide.</li> <li>• use text that is easily read by the audience.</li> <li>• create a presentation free of errors.</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>• Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.</li> <li>• Revise a work to make it suitable for a different audience.</li> </ul>	<ul style="list-style-type: none"> <li>• use Standard English.</li> <li>• avoid filler words.</li> <li>• use appropriate inflection, volume, and pacing.</li> <li>• avoid reading.</li> <li>• practice prior to presenting.</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>• Revise a work to make it suitable for a different audience.</li> </ul>	<ul style="list-style-type: none"> <li>• dress professionally for a business presentation.</li> <li>• avoid fidgeting.</li> <li>• answer questions confidently and intelligently.</li> <li>• make eye contact.</li> <li>• demonstrate energy and personality.</li> </ul>	1	2	3	4	5
<ul style="list-style-type: none"> <li>• Revise a work to make it suitable for a different audience.</li> </ul>	<ul style="list-style-type: none"> <li>• adhere to the 10-15 minute time expectation.</li> <li>• 0-6 (1 pt), 7 (2pts), 8 (3pts), 9 (4pts), 10-15 (5pts); subtract one point for each minute over 15</li> </ul>	1	2	3	4	5
<b>Total</b>	<b>/35</b>	<b>Comments</b>				



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### AP English IV Adapted Senior Experience Research Rubric

AP English IV Objectives	Learning Targets	0	1	2	3	4	5
		pts	pt	pts	pts	pts	pts
	<b>I can...</b>	Writing has met learning targets.					
<ul style="list-style-type: none"> <li>Use effective rhetorical strategies and techniques when composing.</li> </ul>	<ul style="list-style-type: none"> <li>choose clear and specific diction.</li> <li>create appropriate tone.</li> <li>make use of appropriately high level/accurate language.</li> <li>avoid first and second person.</li> <li>avoid contractions and slang.</li> </ul>						
<ul style="list-style-type: none"> <li>Use effective rhetorical strategies and techniques when composing.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate facility in varying sentence structure and length.</li> <li>write beginnings that add interest to text.</li> <li>structure writing to enhance meaning by drawing attention to key ideas.</li> <li>write sentences that flow effortlessly from one to the next.</li> <li>use transitions that help reinforce relationships between ideas..</li> </ul>						
<ul style="list-style-type: none"> <li>Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.</li> </ul>	<ul style="list-style-type: none"> <li>write an introduction that is clear and engaging.</li> <li>write topic sentences that relate to the thesis.</li> <li>write paragraphs in which all info supports the topic sentence.</li> <li>write paragraphs that follow effective argument format &amp; order set by thesis.</li> <li>write a conclusion that effectively sums up content.</li> </ul> <p><b>*This score counts twice</b></p>						
<ul style="list-style-type: none"> <li>Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.</li> <li>Evaluate and incorporate sources into researched arguments.</li> </ul>	<ul style="list-style-type: none"> <li>support a well-defined thesis with well-reasoned arguments.</li> <li>fully develop main ideas &amp; avoid redundant or unnecessary discussions.</li> <li>effectively use &amp; interpret secondary sources to argue thesis.</li> <li>use appropriate amount of research to support analysis of thesis.</li> <li>properly incorporate direct quotations &amp; paraphrases.</li> </ul> <p><b>*This score counts three times</b></p>						
<ul style="list-style-type: none"> <li>Demonstrate understanding of the conventions of citing primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>properly cite secondary sources using MLA format.               <ul style="list-style-type: none"> <li>Less than 4 sources cited no points</li> <li>4 sources (2pts)</li> <li>5 sources (3pts)</li> <li>6 sources (4pts)</li> <li>7 sources (5pts)</li> </ul> </li> </ul>	*	*	4	5	6	7
<ul style="list-style-type: none"> <li>Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.</li> </ul>	<ul style="list-style-type: none"> <li>develop an argument for at least 6 pages.               <ul style="list-style-type: none"> <li>Less than 4 pages no points</li> <li>4 pages (3pts)</li> <li>5 pages (4pts)</li> <li>6 or more pages (5pts)</li> </ul> </li> </ul>	*	*	*	4 pages	5 pages	6 pages
<ul style="list-style-type: none"> <li>Write for a variety of</li> </ul>	<ul style="list-style-type: none"> <li>properly format a heading using MLA format criteria.</li> </ul>						



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<p>purposes.</p>	<ul style="list-style-type: none"> <li>• properly format a title using MLA format criteria.</li> <li>• properly format pagination using MLA format criteria.</li> <li>• properly format margins using MLA format criteria.</li> <li>• properly format spacing using MLA format criteria.</li> </ul>						
<ul style="list-style-type: none"> <li>• Demonstrate understanding of the conventions of citing primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>• use proper punctuation in/for in-text citations.</li> <li>• properly place in-text citations.</li> <li>• properly format in-text citations.</li> <li>• note cited sources with a properly formatted works cited page.</li> <li>• put all works cited on works cited page; put only cited works on works cited page.</li> </ul>						
<ul style="list-style-type: none"> <li>• Demonstrate understanding and control of Standard Written English as well as stylistic maturity in your own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate control of Standard Written English, including mechanics, usage, grammar, and spelling.               <ul style="list-style-type: none"> <li>• Major/ numerous errors make it clear no editing has been done (0 pts)</li> <li>• Major/ numerous errors become overwhelming &amp; block understanding of text. (1 pt)</li> <li>• Major/ repeated errors; impedes understanding in portions of text. (2 pts)</li> <li>• Several errors; begins to distract. (3 pts)</li> <li>• Some errors, but they are minor. (4 pts)</li> <li>• few or no errors (5 pts)</li> </ul> </li> </ul>						

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### AP English IV Adapted Senior Experience Annotated Bibliography Rubric

AP English IV Objectives	Learning Targets											
	I can...	Writing has met learning targets.										
<ul style="list-style-type: none"> <li>Demonstrate understanding of the conventions of citing primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>format the margins of a page according to MLA. (1 pt)</li> <li>use consistent Times New Roman 12 pt. font. (1 pt)</li> <li>include a proper MLA header and spacing. (1 pt)</li> <li>include an appropriate MLA heading (1 pt)</li> <li>alphabetize citations according to MLA format. (1 pt)</li> </ul> <p>(5 total points)</p>											
<ul style="list-style-type: none"> <li>Demonstrate understanding of the conventions of citing primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>include all source information for each citation. (1 pt)</li> <li>format each citation correctly. (1pt)</li> <li>utilize appropriate punctuation for each source. (1pt)</li> </ul> <p>(30 total points)</p>	1	2	3	4	5	6	7	8	9	10	
<ul style="list-style-type: none"> <li>Evaluate and incorporate sources into researched arguments.</li> <li>Analyze and interpret samples of purposeful writing, identifying and explaining an author's use of rhetorical strategies.</li> <li>Analyze images and other multimodal texts for rhetorical features.</li> </ul>	<ul style="list-style-type: none"> <li>objectively summarize the key points of each text. (1 pt)</li> <li>provide a valid evaluation of the credibility of each source. (2 pts)</li> <li>provide an insightful analysis of how each source informs the topic. (2 pts)</li> </ul> <p>(50 total points)</p>											
<ul style="list-style-type: none"> <li>Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>write utilizing standard English: grammar, spelling, capitalization, punctuation, usage. (1.5 pts)</li> </ul> <p>(15 total points)</p>											
		<b>Total Score:</b>		<b>/100</b>								

Writing an annotated bibliography can help students gain a good perspective on what is being said about the topic. By reading and responding to a variety of sources on a topic, students start to see what the issues are, what people are arguing about, and will then be able to develop a research claim for the paper.

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### AP English IV Adapted Senior Experience Optic Rubrics

General Learning Objectives	Learning Targets	0	1	2	3
<b>Photograph 1</b>		<b>Writing has met learning targets.</b>			
<b>I can...</b>					
<ul style="list-style-type: none"> <li>Analyze images and other multimodal texts for rhetorical features.</li> </ul>	<ul style="list-style-type: none"> <li>provide an overview of the main subject of the visual.</li> <li>describe the various parts of the visual.</li> <li>discuss any elements or details that are important to the argument of the image.</li> </ul>				
<ul style="list-style-type: none"> <li>Analyze images and other multimodal texts for rhetorical features.</li> </ul>	<ul style="list-style-type: none"> <li>discuss the significance of the title and how it contributes to the argument. If there is no title, I can create a title for the visual and discuss how the title contributes to the argument.</li> </ul>				
<ul style="list-style-type: none"> <li>Analyze images and other multimodal texts for rhetorical features.</li> </ul>	<ul style="list-style-type: none"> <li>use the words in the title or caption and the individual parts of the visual to determine connections and relationships within the image and how they contribute to the argument.</li> </ul>				
<ul style="list-style-type: none"> <li>Analyze images and other multimodal texts for rhetorical features.</li> </ul>	<ul style="list-style-type: none"> <li>draw a conclusion about the meaning of the visual as a whole and summarize the message in one or two sentences.</li> </ul>				
<ul style="list-style-type: none"> <li>Demonstrate understanding and control of Standard Written English as well as stylistic maturity in your own writing.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate control of Standard Written English, including mechanics, usage, grammar, and spelling.</li> <li>properly format and cite all sources.</li> </ul>				
Total: /15					
<b>Photograph 2</b>		0	1	2	3
<ul style="list-style-type: none"> <li>Analyze images and other multimodal texts for rhetorical features.</li> </ul>	<ul style="list-style-type: none"> <li>provide an overview of the main subject of the visual.</li> <li>describe the various parts of the visual.</li> <li>discuss any elements or details that are important to the argument of the image.</li> </ul>				
<ul style="list-style-type: none"> <li>Analyze images and other multimodal texts for rhetorical features.</li> </ul>	<ul style="list-style-type: none"> <li>discuss the significance of the title and how it contributes to the argument. If there is no title, I can create a title for the visual and discuss how the title contributes to the argument.</li> </ul>				
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<ul style="list-style-type: none"> <li>Demonstrate understanding and control of Standard Written English as well as stylistic maturity in your own writing.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate control of Standard Written English, including mechanics, usage, grammar, and spelling.</li> <li>properly format and cite all sources.</li> </ul>				
Total: /15					
<b>Graph</b>		0	1	2	3
<ul style="list-style-type: none"> <li>Analyze images and other multimodal texts for rhetorical features.</li> </ul>	<ul style="list-style-type: none"> <li>provide an overview of the main subject of the visual.</li> <li>describe the various parts of the visual.</li> <li>discuss any elements or details that are important to the argument of the image.</li> </ul>				
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<ul style="list-style-type: none"> <li>Analyze images and other multimodal texts for rhetorical features.</li> </ul>	<ul style="list-style-type: none"> <li>use the words in the title or caption and the individual parts of the visual to determine connections and relationships within the image and how they contribute to the argument.</li> </ul>				
<ul style="list-style-type: none"> <li>Analyze images and other multimodal texts for rhetorical features.</li> </ul>	<ul style="list-style-type: none"> <li>draw a conclusion about the meaning of the visual as a whole and summarize the message in one or two sentences.</li> </ul>				
<ul style="list-style-type: none"> <li>Demonstrate understanding and control of Standard Written English as well as stylistic maturity in your own writing.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate control of Standard Written English, including mechanics, usage, grammar, and spelling.</li> <li>properly format and cite all sources.</li> </ul>				
Total: /15					

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**AP English IV Adapted Senior Experience Cartoon Analysis Rubric**

AP English IV Learning Objectives	Learning Targets					
	I can...	1	2	3	4	5
<ul style="list-style-type: none"> <li>Analyze images and other multimodal texts for rhetorical features.</li> <li>Write for a variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>recognize and discuss the symbolism present in the cartoon. (1 point)</li> <li>recognize and discuss exaggeration present in the cartoon. (1 point)</li> <li>recognize and discuss labeling present in the cartoon. (1 point)</li> <li>recognize and discuss analogy present in the cartoon. (1 point)</li> <li>recognize and discuss irony present in the cartoon. (1 point)</li> </ul> (5 total points)					
<ul style="list-style-type: none"> <li>Analyze and interpret samples of purposeful writing, identifying and explaining an author's use of rhetorical strategies.</li> <li>Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>provide an analysis of the modes of persuasion (speaker, audience, subject; ethos, logos, pathos) used in the cartoon. (1.5 points)</li> <li>provide an insightful summary of the cartoon. (1.5 points)</li> </ul> (3 total points)					
<ul style="list-style-type: none"> <li>Analyze and interpret samples of purposeful writing, identifying and explaining an author's use of rhetorical strategies.</li> <li>Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>determine the cartoonist's opinion regarding the issue in the cartoon. (1.5 points)</li> <li>recognize the persuasiveness of the cartoon through the use of rhetorical strategies. (1.5 points)</li> </ul> (3 total points)					
<ul style="list-style-type: none"> <li>Demonstrate understanding of the conventions of citing primary and secondary sources.</li> <li>Demonstrate understanding of the control of Standard Written English as well as stylistic maturity in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>include source information for the cartoon. (1 point)</li> <li>write utilizing Standard Written English: grammar, spelling, capitalization, punctuation, usage. (3 points)</li> </ul> (4 total points)					
		<b>Total Score:</b>			<b>/15</b>	

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**AP English IV Adapted Senior Experience Interview Transcription Rubric**

AP English IV Learning Objectives	Learning Targets										
	I can...	1	2	3	4	5	6	7	8	9	10
<ul style="list-style-type: none"> <li>Write for a variety of purposes.</li> <li>Converse and write reflectively about personal processes of composition.</li> </ul>	<ul style="list-style-type: none"> <li>describe the credentials of Interviewee (occupation, educational background of interviewee, relevance to Senior Experience topic type of interview, date, and time of interview). (5 pts)</li> <li>provide a reflection on the Interview. (5 pts)</li> </ul> (10 pts)										
<ul style="list-style-type: none"> <li>Use effective rhetorical strategies and techniques when composing.</li> <li>Write for a variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>ask clear, short open-ended questions. (3 pts)</li> <li>ask follow-up questions based on previous responses. (3 pts)</li> <li>elicit detailed responses to the questions. (3 pts)</li> </ul> (9 pts)										
<ul style="list-style-type: none"> <li>Evaluate and incorporate sources into researched arguments.</li> </ul>	<ul style="list-style-type: none"> <li>obtain information during the interview that can be used as a primary source in the research paper. (5 pts)</li> </ul>										
<ul style="list-style-type: none"> <li>Demonstrate understanding of the control of Standard Written English as well as stylistic maturity in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>carefully proofread. (3 pts)</li> <li>write utilizing Standard Written English: grammar, spelling, capitalization, punctuation, usage. (3 pts)</li> </ul> (6 pts)										
<b>Total Score:</b>										<b>/30</b>	

**AP English IV Adapted Senior Experience Fact Sheet Rubric**

AP English IV Learning Objectives	Learning Targets										
	I can...	1	2	3	4	5	6	7	8	9	10
<ul style="list-style-type: none"> <li>Write for a variety of purposes.</li> <li>Demonstrate understanding of the conventions of citing primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>create a one page fact sheet of relevant facts from my research paper. (5 pts)</li> <li>correctly incorporate in-text citations for all facts. (5pts)</li> </ul> (10 pts)										
<ul style="list-style-type: none"> <li>Demonstrate understanding of the conventions of citing primary and secondary sources.</li> <li>Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>include a properly formatted works cited page for all works cited. (3pts)</li> <li>write utilizing Standard Written English: grammar, spelling, capitalization, punctuation, usage. (2 points)</li> </ul> (5 pts)										
<b>Total Score:</b>										<b>/15</b>	



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## AP English IV Adapted Senior Experience Reflection Rubric

### Interview

AP English IV Learning Objectives	Learning Targets	2 pts	4 pts	6 pts	8 pts	10 pts
	I Can...	Writing has met learning targets.				
<ul style="list-style-type: none"> <li>• Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience.</li> <li>• Converse and write reflectively about personal processes of composition.</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate my effectiveness at creating effective interview questions and transcribing the interview. (4)</li> <li>• describe the obstacles and complications encountered in the interview process, and describe how I overcame them to learn and grow from the experience. (1)</li> </ul>	1	2	3	4	5

### Research Paper

<ul style="list-style-type: none"> <li>• Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.</li> <li>• Evaluate and incorporate sources into researched arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• explain my research process, and describe how I selected my topic. (2)</li> <li>• evaluate my use of sources and feedback from my annotated bibliography and drafts of my research paper to finalize my research paper. (3)</li> </ul>	1	2	3	4	5
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### Case Study and Cartoon

<ul style="list-style-type: none"> <li>• Analyze and interpret samples of purposeful writing, identifying and explaining an author's use of rhetorical strategies.</li> <li>• Evaluate and incorporate sources into researched arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• describe my case study and cartoon selection in detail. (2)</li> <li>• evaluate my selections and explain what I learned. (3)</li> </ul>	1	2	3	4	5
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### Photographs and Graphs

<ul style="list-style-type: none"> <li>• Analyze images and other multimodal texts for rhetorical features.</li> <li>• Evaluate and incorporate sources into researched arguments.</li> <li>• Converse and write reflectively about personal processes of composition.</li> </ul>	<ul style="list-style-type: none"> <li>• explain and evaluate my selection of photographs. (2)</li> <li>• explain and evaluate my selection and evaluation of my graph. (2)</li> <li>• describe the obstacles and complications encountered. (1)</li> </ul>	1	2	3	4	5
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### Panel Presentation

<ul style="list-style-type: none"> <li>• Revise a work to make it suitable for a different audience.</li> <li>• Converse and write reflectively about personal processes of composition.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the process of preparing my presentation. (3)</li> <li>• evaluate my final exhibition presentation preparation and describe any obstacles or complications. (2)</li> </ul>	1	2	3	4	5
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### Conventions

<ul style="list-style-type: none"> <li>• Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• write with correct grammar.</li> <li>• use correct writing spelling.</li> <li>• use correct capitalization.</li> <li>• use correct punctuation.</li> <li>• use standard American English.</li> </ul>	1	2	3	4	5
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<b>Total Score:</b> /60						
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\* Students should be aware in order to meet these standards, a 2-3 page minimum paper length is recommended.

The reflection score is worth 10% of the senior experience grade and will be evaluated by the AP English teacher and/or the Senior Experience coordinator.

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### Rhetoric 35%

Fact Sheet	10 pts
Interview Transcription and Thank You Note	30 pts
Editorial Cartoon	15 pts
Photographs (2)	30 pts
Graph	15 pts

### Research 35%

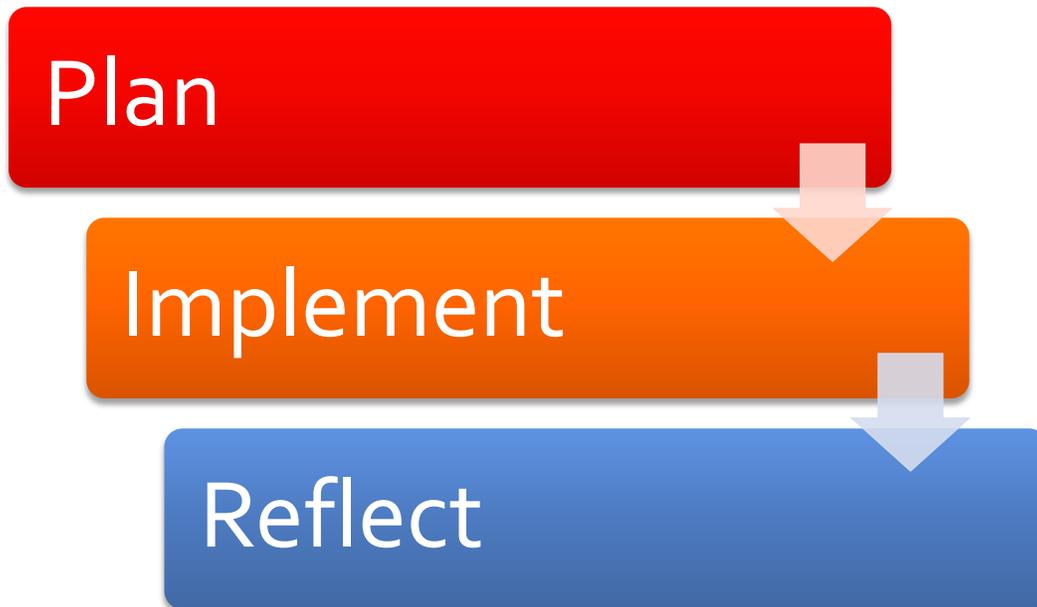
Annotated Bibliography	10%
Research Paper	25%

### Presentation 20%

### Reflection 10%

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Only you can make your senior experience memorable and valuable.



Choose your senior experience topic wisely and do not procrastinate. The senior experience is meant to be a culmination of your hard work and dedication to excellence throughout your high school career. Let this final project define your high school years and showcase your talents for colleges and future employers to appreciate what you have to offer their organizations.