

Second Annual

Tappan Zee High School

Science
Symposium



June 10, 1998

1998 TZHS Science Symposium Schedule

- 7:00 Welcome
Mrs. Lynn Trager, Principal
- 7:05 Introduction
Mr. Michael Francesco, Teacher
- 7:10 Keynote Speaker
Dr. John Mutter, Deputy Director of
Lamont-Doherty Earth Observatory,
“A Research Response to Global Warming
- Managing Global CO₂”
- 7:30 Student Presentations
Christina Adaniel, TZHS Junior
Hui Cai, TZHS Sophomore
Bindu Punnoose, TZHS Junior
- 8:10 Poster Session & Refreshments
- 8:40 Student Presentations Continued
Eamonn Moran, TZHS Sophomore
Noor Ahmad, TZHS Junior
Doug Hopek, TZHS Sophomore
- 9:25 Certificates of Participation,
Dr. Margot Furst, Assistant Superintendent
- 9:35 Concluding Remarks
Dr. Sandra Kolk, Superintendent
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The Science Research Program: An Overview *by Dr. Robert Paulika*

This program affords students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. It furthers excellence in performance and achievement, while drawing from and developing scientific capabilities in a broad spectrum of the student body. The student receives one Regents credit in science for each year in the course. Students taking the course accomplish the following:

- ◆ Students choose and explore a topic of interest. It may come from mathematics, physical science, life science, social science, or psychology.
- ◆ Students develop skills in using the Internet's electronic mail capabilities and conduct on-line bibliographic searches of international databases.
- ◆ Students find and study several journal articles, eventually choosing one that they will present to the class. Their presentation to the class emphasizes how research described in the article was conducted. Thus it makes the scientific method, which is the essence of the course, explicit for the student and the class. The elements of this method always include: a review of literature, a statement of the hypothesis or the problem, methodology, a presentation and analysis of results, conclusions, and bibliographic work and footnotes.
- ◆ Students prepare a statement of what they intend to study based on their bibliographic research.

