UNIT 2: Refining Research and Presentation Skills

Unit 2 Assignment Breakdown

Assignment Stages and Deliverables

STAGE 1

BIBLIOGRAPHY and RESEARCH REPORT DRAFT:
Students will bring their in-progress bibliography and report to class. Draft must be in MLA format and at least 1000 words; bibliography must contain at least 5 sources cited in MLA. (20 pts)
DUE: FEBRUARY 22 in class. 2 paper copies of each for peer review.

DELIVERABLE 1

RESEARCH REPORT:
Students will research a Georgia K-12 school district and produce a 3-5 page research report (1000-1250 words) persuading our consulting firm to take on this district on as a client. (100 pts)
DUE: FEBRUARY 24 at 5pm to TSquare

STAGE 3

GROUP DOCUMENT DESIGN OF POWERPOINT TEMPLATE:
Groups will work together to design a set of branded document templates (PPT, letterhead, report pages); first template will be used for each group member's pecha kucha presentation (20 pts)
DUE: MARCH 1 at 5:00 PM to TSquare. One copy per group.

STAGE 4

STEM INTERVENTION PROPOSAL:
Students will pitch an innovative STEM program, product, or service for their target school district. At this stage, proposal should have specific elements fleshed out; approximately 1 page outline/brainstorm. (20 pts)
DUE: MARCH 3 in class. 1 paper copy.

DELIVERABLE 2

PECHA KUCHA PRESENTATION OF FEASIBILITY STUDY:
Students will present a persuasive pecha kucha on the feasibility of their STEM intervention in their target school district, with the goal of convincing their team to write their grant on it. (100 pts)
DUE: MARCH 15 or 17 in class. Final PPT due to TSquare.

Unit Learning Goals

Objectives:

- To improve existing research skills and improve persuasive and professional writing skills.
- To learn research report and formal presentation superstructures.
- To strategically employ evidence to persuade a variety of audiences.
- To collaboratively compile research and to design professional workplace templates.

Outcomes:

- Students will thoroughly research a school district and write a research report that may become a part of a future grant proposal.
- Students will propose a plan and present it.
- Students will work collaboratively on a variety of artifacts, including a wiki of valuable research sources and workplace templates.

PROJECT STAGES (Bibliography, Report Draft)
Bring paper copies to class and be prepared to share with your peers for peer review.

RESEARCH REPORT
Submit to TSquare by 5:00 pm on FEBRUARY 24
Attach report document (.PDF or .docx format).
Digitally sign the honor code.
Click SUBMIT and WAIT for TSquare to confirm your submission.

Assessment [see rubric for more]

Deliverable: Research Report

A — Superior performance as determined by syllabus. Additionally, research report expertly incorporates sources, makes a strong, persuasive case for choosing a specific school district, and demonstrates professional levels of research, rhetoric, organization, and document design.

B — Above-average as determined by syllabus. Additionally, research report skillfully incorporates sources, makes a perasive case for choosing a specific school district, and demonstrates high levels of skill in research, rhetoric, organization and document design.

C — Average performance as determined by syllabus. Additionally, research report incorporates sources with minor errors or inconsistencies, makes a limited argument for choosing a specific school district, and demonstrates an attempt to improve research and rhetorical skills. Organization and document design is competent, but could be improved.

D — Below-average performance as determined by syllabus. Additionally, research report uses sources in awkward or unprofessional ways. Argument for choosing a specific school district is limited or incomplete and demonstrates a lack of rhetorical awareness or thorough research. Organization and document design is less than competent, needs significant improvement.

F — Unacceptable performance as determined by syllabus. Additionally, research report does not include appropriate sources or fails to incorporate them into the text. Report overall makes no attempts to persuade audience, lacks rhetorical awareness, and appropriate research. Organization and/or document design hinders comprehension.

Instructions

Research Report

Each student will select a Georgia K-12 school district to research individually. The goal of this research should be to identify the unique elements of this school district (demographics, location, history) and pinpoint the ways in which this district might benefit from a grant designed to improve STEM education.

The student's aim should be to become an expert on the school district they have chosen so that he or she can best determine what kind of STEM project would be the most effective in that district. Ultimately, the student will use this research to persuade his or her group to write their full-length grant proposal on this district and his or her proposed STEM intervention (see below).

In the final research report, the student should include the following:
• Basic data about the school district the student has researched (i.e. location, size, urban/rural)
• The unique needs or attributes of this district (i.e. relevant demographics, student body composition, community issues)
• Relevant background and contextual information (i.e. historical shifts in funding, changes in demographics, performance of the student body, testing scandals)
• Persuasive details about why this district might be a prime candidate for our company's services; and
• Supporting evidence from at least 5 sources, ideally encompassing a wide variety of perspectives

Students will be assessed on their ability to write within the rhetorical situation and to address the appropriate audience within the given context. Students will also be evaluated on the strength of their argument and their abilities to support that argument with carefully researched, well-organized evidence.

Students will further be assessed on their ability to structure their arguments for effectiveness and persuasiveness, while employing elements of document design to aid in usability, accessibility, and clarity.

Finally, students will be evaluated on their ability to adhere to a set of established standards (MLA format) and other formal conventions. Please see the attached rubric for more information.

RELEVANT READING: TC CHAPTERS 5, 6, 7, 14, 15, 25, Appendix A
"Which Visual is Right?" "Purdue OWL Sample paper"

LMC 3403
Spring 2016

Submission: Presentation

PROJECT STAGE (Group PPT design)
Groups should submit a digital version of their template, one per group, to TSquare by MARCH 1. Attach the powerpoint template (.PPT) and submit.

PECHA KUCHA REHEARSAL
Students will have an opportunity to rehearse their pecha kucha and receive feedback at the Comm Lab on MARCH 8. Students should be prepared to run-through their presentations on this date.

PECHA KUCHA PRESENTATION
Presentations will take place in class on MARCH 15 and 17
Final versions of powerpoints should be submitted to TSquare as attachments.

Assessment [see rubric for more]

Deliverable: Pecha Kucha

A Superior performance as determined by syllabus. Additionally, visuals make creative and professional use of the affordances of PowerPoint and improve the overall quality of the presentation. Presentation is expertly organized, highly persuasive, and professionally delivered.

B Above-average as determined by syllabus. Additionally, visuals make good use of the affordances of PowerPoint and match the overall quality of the presentation. The presentation is well-organized, easy to follow, persuasive, and well-delivered.

C Average performance as determined by syllabus. Additionally, visuals are adequate but do not add to the presentation as a whole. Presentation would benefit from additional attention to organization, but is easy to follow and persuasive. The delivery of the presentation is competent, but could be improved.

D Below-average performance as determined by syllabus. Additionally, the visuals detract from the overall presentation or undermine its effectiveness. Additional attention to design, affordances of PowerPoint, or integration with presentation needed. Presentation is poorly organized, difficult to follow and therefore, not persuasive. Delivery of presentation needs improvement.

F Unacceptable performance as determined by syllabus. Additionally, visuals hinder presentation, lack attention to design, affordances of PowerPoint or integration with presentation. Presentation lacks organization and is impossible to follow. Delivery of presentation is unprofessional or inappropriate for the rhetorical context.

Instructions

Pecha Kucha

Students will create a presentation that fits the pecha kucha format (20 images for 20 seconds). Students will use their group's PPT template to format their slides and will use the affordances of PowerPoint to present their visuals in the best possible manner. This will include automatically advancing their slides, but may also include animations, multimedia components, and additional visual elements.

The ultimate goal of this pecha kucha will be to introduce the class to the STEM intervention the student has devised, to demonstrate the feasibility of this intervention within a carefully researched school district, and to persuade the student's group to choose this intervention to write about for their final grant project.

Within the pecha kucha framework, the student must address:
• The school district chosen
• The solution or STEM intervention that will be the most useful to this school district (based on the student's research)
• The criteria by which the feasibility of the STEM intervention was determined
• The evaluation of the STEM intervention
• A recommended course of action

Each student will be given 7 minutes and the use of the projector for their presentation in class.

Additionally, students will be expected to give feedback to their peers during rehearsal time on March 8, as well as during the pecha kucha presentation days of MARCH 15 & 17. Peer feedback is extremely valuable in improving presentation style, confidence, and content.

Rubric: Research Report

Scale	Basic	Beginning	Developing	Competent	Mature	Exemplary
Rhetorical Awareness Response to situation, including purpose, audience, register, and context	Overlooks two or more aspects of the situation or assignment, and thus does not fulfill the task	Overlooks at least one aspect of the situation or assignment and thus compromises effectiveness	Attempts to respond to all aspects of the situation or assignment but the attempt is incomplete	Addresses the situation or assignment in a complete but perfunctory or predictable way	Addresses the situation completely, with unexpected insight	Addresses the situation in a sophisticated manner that could advance professional discourse on the topic
Stance Argument, significance and implications ("so what" factor)	Involves an unspecified or confusing argument; significance is not evident	Makes an overly general argument; significance is difficult to discern, or not appropriate to the rhetorical situation	Makes a simplistic or implicit argument, or multiple arguments that have no clear connection to one another; gestures towards significance, but does not fully develop it	Makes an explicit and straightforward argument that does not oversimplify the problem or question; explores at least one implication of the argument in depth	Makes a complex, unified argument that clearly articulates a position or stance; explores multiple implications of the argument	Offers an inventive, expert-like argument that clearly articulates a sophisticated position/stance; explores multiple implications of the argument in a compelling manner
Development of Ideas Evidence, analysis, and substance	Claims requiring support are not backed by necessary evidence; lacks analysis of major pieces of evidence; content is not substantive. Research is missing or insufficient.	Evidence and/or analysis is weak or contradictory; does not account for important evidence that could support or disprove the argument. Research is limited in scope.	Evidence provides minimal but necessary support to each point; attempted analysis is not sufficient to prove the argument. Research limited in variety, only in one or two mediums.	Evidence and analysis are substantive; they support the argument and related claims, but are mostly predictable. Research spans a few mediums, but not always best possible.	Evidence fully supports and proves the argument and all related claims; evidence is always paired with compelling analysis. Research utilizes full range of resources and mediums.	Evidence and analysis are precise, nuanced, fully developed, and work together to enhance the argument. Research utilizes full range of resources and mediums, expertly selected sources.
Organization Structure and coherence, including elements such as introductions and conclusions as well as logical connections between points	Lacks unity in constituent parts; fails to create coherence among constituent parts; contains major argumentative holes or fallacies	Uses insufficient unifying statements; uses few effective connections; some logical moves necessary to prove the argument are absent	Uses some effective unifying claims, but a few are unclear; inconsistently makes connections between points and the argument; employs simplistic organization	States unifying claims with supporting points that relate clearly to the overall argument and employs an effective but mechanical scheme	Asserts and sustains a claim that develops logically and progressively; adapts typical organizational schemes for the context; achieves substantive coherence	Artifact is organized to achieve maximum coherence and momentum; connections are sophisticated and complex when required
Conventions Expectations for grammar, mechanics, style, citation	Involves errors that risk making the overall message distorted or incomprehensible	Involves a major pattern of errors	Involves some distracting errors	Meets expectations, with minor errors	Meets expectations in a virtually flawless manner	Exceeds expectations and manipulates conventions to advance the argument
Design for Medium Features that use affordances of the genre to enhance factors such as usability and comprehensibility	Lacks features necessary or significant for the genre; uses features that conflict with or ignore the argument	Omits some important features; distracting inconsistencies in features; uses features that don't support argument	Uses features that support the argument, but some match imprecisely with content; involves minor omissions or inconsistencies	Supports the argument with features that are generally suited to genre and content	Promotes engagement and supports the argument with features that efficiently use affordances	Persuades with careful, seamless integration of features and content and with innovative use of affordances

Name: _____

LMC 3403
Dr. Fitzsimmons
Pecha Kucha Rubric

EVALUATION

⊞ = Excellent! You demonstrate professional-level skill.

☑ = Good job! You show strong skills for a college student.

⊟ = Acceptable. You demonstrate adequate skills for a college student, but need improvement for your work to reach a higher level.

☒ = Work on this area.

Evaluation Criteria	Comments
Delivery – Verbal and Non-verbal	
Body language	
☐ Used eye contact effectively	
☐ Demonstrated natural, stable stance	
☐ Emphasized key points with gestures	
Verbal expression	
☐ Expressed enthusiasm, varied pitch	
☐ Used assertive language, limited fillers	
☐ Emphasized main points with silent pauses	
Professional impression and presence	
☐ Demonstrates enthusiasm, passion, and conviction	
☐ Appeared confident and authoritative	
Content	
☐ Fits presentation to time constraints	
☐ Focuses on the message throughout; maintains attention	
☐ Selects evidence that is meaningful and persuasive	
☐ Supports key points with evidence (stats, examples, stories)	
Organization	
☐ Introduction: Gains attention and previews points	
☐ Body: Presents information in a logical order	
☐ Conclusion: Concludes clearly with a call to action	
☐ Presentation is easy to follow and understand	
Presentation Visuals	
☐ Content	
☐ Design/construction	
☐ Consistent visual branding	
☐ Overall professional impression	
☐ Appropriate for time limits	
	Total Grade: _____