Unit 2: Proposal Extension & Gathering Information – Due Monday October 14, 2013

1. **Statement**: students will refine the topic. The topic will be restated into a working thesis statement, which identifies the focus of the project. The student will summarize the intent, purposes, and goals for the project. Students need to present a short PowerPoint presentation to his/her resource committee about his/her plans for the development of the project.
2. **Objectives/Student Outcomes**
3. Explore various areas of the topic and make a table of where information and research about the topic can be found, including library materials, internet resources, personal interviews, websites, etc. (See below) (at least 15)
4. Generate a list of questions related to the topic. (10)
5. Develop a good thesis statement.
6. Use note cards or some other note taking system to record any direct quotations from resources
7. Develop a preliminary Bibliography/Works Cited from resources found.
8. Create a PowerPoint presentation about the plans for the development of the project and present it to the resource committee for approval.
9. **Grading**

|  |  |
| --- | --- |
| **A** | * 90 – 100 %
 |
| **B** | * 80 – 89 %
 |
| **C** | * 70 – 79 %
 |
| **D** | * 60 – 69%
 |
| **F** | * Less than 60%
 |

**Sample Table of Developing Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of Source** | **Bibliographic Information** | **Comment Sentence about the Information** | **Reaction to the Information** | **Evaluation of the Usefulness of Information** |
|  |  |  |  |  |
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| --- | --- | --- | --- | --- |
| **Criterion** | **4** | **3** | **2** | **1** |
| **1 - Research Table** | Complete and varied (12+) | Incomplete (10-12) and only from a few sources | Incomplete (5-10) – only from 2-3 sources | Incomplete (0-5) and from only 1 source  |
| **2 – List of questions** | 10+ | 7-8 | 3-5 | 0-2 |
| **3 – Thesis Statement** | The thesis statement is clearly identified. The anticipated goals are achievable.  | The thesis statement is clearly identified, but the topic may still be too broad or too narrow to make the anticipated goal achievable.  | The thesis statement is vague or the student will have difficulty meeting the anticipated goal.  | The thesis statement is missing.  |
| **4 – Note Taking System can be demonstrated** | Excellent | Good | Fair | Not done |
| **5 – Bibliography Sources**  | Proper Bibliography  | Bibliography only partially done | Bibliography poorly done | No Bibliography  |

***PowerPoint* Presentation Rubric for Research Proposal**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |
|  | **1** | **2** | **3** | **4** | **Total** |
| **Organization** | Resource Committee cannot understand presentation because there is no sequence of information. | Resource Committee has difficulty following presentation because student jumps around. | Student presents information in logical sequence which Resource Committee can follow. | Student presents information in logical, interesting sequence which Resource Committee can follow. |  |
| **Subject Knowledge** | Student does not present a an adequate reason to explain why the research project is achievable.  | Student is uncomfortable with reasons as to why the research project is achievable.  | Student is at ease with explaining how his/her project is achievable but fails to elaborate. | Student demonstrates a solid reason as to why the project is achievable and desirable and offers explanations and elaboration. |  |
| **Graphics** | Student uses superfluous graphics or no graphics | Student occasionally uses graphics that rarely support text and presentation. | Student's graphics relate to text and presentation. | Student's graphics explain and reinforce screen text and presentation. |  |
| **Mechanics** | Student's presentation has four or more spelling errors and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. |  |
| **Eye Contact** | Student reads all of report with no eye contact. | Student occasionally uses eye contact, but still reads most of report. | Student maintains eye contact most of the time but frequently returns to notes. | Student maintains eye contact with audience, seldom returning to notes. |  |
| **Elocution** | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. |  |
|  |  |  |  | **Total Points:** |  |