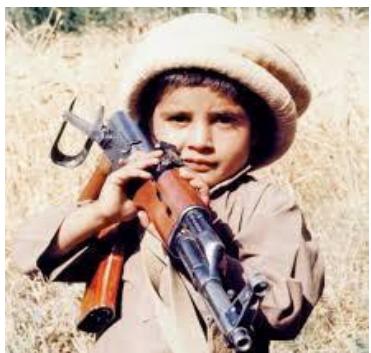


Name: _____

Unit 3



We are our brother's keepers??



Presentation and Team Building

*****Each item submitted must have your name, item number, and research items must have references***** No grades are recorded till the checklist is turned in with all the grades on it. (don't lose your papers) ***** Accommodations are provided for students who have IEPs or 504s but due dates are final. All materials are available on line and all dates have been posted as of Aug. 4th. Make sure you have Cambridge accommodation paper work on file for your exams. *****

1. ____ 20 pts. Very Young Girls
November 28
2. ____ 20 pts. Team Building
Exercise Dec. 3
3. ____ 20 pts. Local to Global
Issues Dec. 4

5. _____ 30 pts. Book Discussion
December 19/20
6. _____ 20 pts. The Hook Dec. 10
7. _____ 40 pts. The Problem Dec. 6
8. _____ 50 pts. Local to Global
Research Dec. 13
9. _____ 30 pts. Solutions Jan. 8
11. _____ 50 pts. PowerPoint Jan. 10

Extra Credit - _____

Message to the Instructor - _____

Items, 1, 2, 3, 5, 6, 7, 8, 9, and 11 are graded as the research and reading unit and will compose one grade.

**Total pts. 280 _____ X .36 = _____ Unit 3 Research & Reading Grade -
_____ January 18**

Deconstruction Grade - _____ December 18

Scaffolding / Rough Draft Grade - _____ January 9

Presentation Grade - _____ January 16-24

Reflection Essay Grade - _____ January 16-24

1. **Video.** *Very Young Girls* – 2 days (83 minutes) The students will watch the video and discuss questions to be answered for research. Each student will write five questions from the film. With a partner, each team will refine their questions to two questions which will be discussed with the instructor. 20 pts. 2- (1)
2. **Team Building Exercise.** The students will become involved in a team (4 in each team) building exercise with marshmallows. The teams must build a marshmallow tower. The task is simple: in 15 minutes, teams must build the tallest free-standing structure out of 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow. The marshmallow needs to be on top. Towers must start on the desk. The students will watch the video *Build a tower, Build a team* by Tom Wujec. They will try to build the tower again. The tallest structure the first time will receive 10 pt., the tallest structure the 2nd time will receive 15 pts. and the losing teams will receive 10 pts. for participating. Each student must then write a one paragraph evaluation of the team plan and team dynamics. (We will read

the paper 3 directions about reflection and the 800-word essay on team reflection.) 10 pts. for paragraph. 20 pts. (2)

3. **Discussion on Local to Global Issues.** Take notes on the concept of local to global presentations for paper 3. Team question, individual question, local problem that is also a global problem, and solutions locally and globally and LDCs and MEDCs solutions. 20 pts. (1)
4. **Book Deconstruction.** The student will finish their book and then deconstruct it. The deconstruction must have the following items: thesis and counter thesis, if any, five questions from the book, twenty facts with page numbers, validate the author, 5 reasons the author gives to support the thesis, 5 examples given to support the reasons, counter argument with there is one, and lastly state the conclusion. In a paragraph, reflect on the issues of the book and how the reading effected your personal point of view. In a paragraph discuss the fallacies in the book. Use terms from elements of arguments in this discussion. 100 pts. (2)
5. **Book Discussion.** The students will take part in a 2-day book discussion. Students should have materials with them and speak at least five times. 30 pts. (2)
6. **The Hook.** The hook (one minute in length) must be written and demonstrated on tape or in front of the instructor. The hook is designed to create interest for the listener to the topic presented. The hook will be evaluated on the following criteria: appropriate to the topic, personalized, interesting, well written, PowerPoint slides to match it, ability to deliver the hook. 20 pts. (1)
7. **The Problem.** Why is it a local problem? (one minute in length) The problem must be explained. It should describe Sarasota or Florida (3 facts or ideas) and why we have a problem. (5 extra points if on notecards after problem approved by the instructor) 20 pts. (1)
8. **Local and Global Research.** The student will collect data from four local sources that represent why (reasons) it is a problem. These explain, with researched examples, support for the argument. The data can be in the format of quotes and/or statistics to support their presentation. The information needs to pertain to the topical problem. The data must be correctly cited (in body and in the references). 40 pts. (4)
9. **Solutions.** The student must have two specific solutions for the local

problem that have global implications. The solution must be researched and fully described and apply to your problem. There must be analysis and evaluation of each solution (3 minutes). (When approved an extra 5 pts. may be awarded if on notecards.) 30 pts. (3)

10. Scaffolding / Rough draft for Presentation. The student will create a rough draft for the presentation with references. This will not be a transcript but must include a hook with opening paragraph, definitions (if needed), thesis and concession, reasons with evidence (examples), positive validation of all authors, analysis of content with evaluative conclusions, restating thesis, reasons, and a reflective conclusion, and future solutions to the problem. See scaffolding on web site. 100 pts. (2)

11. PowerPoint for Presentation. The student will create a PowerPoint with 10 slides. The presentation must have graphics, correct and readable fonts and sizes, pertinent information, inspiring and informative images, and references. PowerPoint must be on a flash drive. If the student doesn't have a flash drive, they can borrow one from me. 50 pts. (2 + 1 TEL Lab)

12. Presentation with Transcript. The student will make an 8-minute presentation. A transcript must be included. The presentation must have a visual component (PowerPoint), follow the presentation rubric, and be presented before the class. The student must make the presentation to their own team in the TEL lab on the 14th & 15th. These students must score the presentation and critique the strengths and weaknesses. The team will present their presentations to be taped. 100 pts. (2 + 7)

13. Reflection Essay. The student will write an 800-word essay reflecting on the group process and the conclusion of the group for future solutions to their research problem. The team will discuss solutions and use the log of team meetings to aid in the reflective essay. The instructor will discuss the grading rubric and the purpose of the assignment. The essay is written by the individual about their team experience. You may use names or call them team members. The essay will be confidential. Make sure you answer the following questions in the essay. 1. How have your personal standpoints been affected by the research? 2. How have your personal standpoints been affected by the collaborative experience? 3. Evaluate the effectiveness of your work with others in a team. 4. Evaluate the effectiveness to work with others in a team to identify a local problem. 5. Work in a team to consider a range of effective and workable solutions. 6. Identify

the need for further research in light of the research findings. 100 pts. (work on during tapings)