**Honors 1: Honors Colloquium, Section #56380**

**Honors 2: Honors Seminar, Section #56381**

**Community Service, Fall 2016**

# Contact Information

Mrs. Berg, Instructor Email: emily.berg@reedleycollege.edu

Office: HUM 51 (directly beside the Writing Center) Phone: 638-0300, ext. 3150

Office Hours: Mondays, 12-1pm (Virtual office hours--call or email to reach me). Tuesdays-Fridays, 12-1pm.

# Attendance and Grades

I expect you to come to every class on time and stay the entire time. I expect that you are prepared, alert, and ready to participate. It is essential that you communicate with me if you have a pressing reason to miss class, be late, or leave early. This class is a **Credit/No Credit** class, so your participation, project assignment work for your presentation, resume, and attendance are what I have to evaluate you.

The events and assignments in which you can earn participation and attendance points for this class include:

* fifteen class sessions
* a welcome reception
* one evening event (Speaker’s Series)
* one field trip
* participation in at least one tutoring session
* Assignments will include:
  + An annotated bibliography due one week prior to your presentation
  + The class presentation, in which Honors 1 students will detail the **problems** the community service organization is working to address, and the Honors 2 students will detail the **solutions** the community service organization is employing to address these problems and analyze how effective it is at doing so.
  + Each student will create his or her own resume.

There are a total of 15 class meetings (one point per meeting), and you need to earn at least 15 points to pass.

**Required Summer Reading**

* Greg Mortenson, *Three Cups of Tea: One Man’s Mission to Promote Peace—One School at a Time*
* John Krakauer, *Three Cups of Deceit: How Greg Mortenson, Humanitarian Hero, Lost His Way*

**Important Dates**

Semester begins: Monday, August 15

Welcome BBQ: Monday, August 15

Honors Reception: TBD

Labor Day holiday: Monday, September 5

Speakers’ Series, Brian Turner: Thursday, October 13

Honors Field trip: TBD

Veterans’ Day holiday: Friday, November 11

Thanksgiving holiday: Thursday, November 26-Friday, November 27

Last day to drop the class without a “W” on your transcript: Friday, October 4

Last day to drop the class (a letter grade will be assigned after this date): Friday, October 16

**Tutoring Service Opportunity**

To earn points, you also will help support the Reedley College Middle High School students by signing up to tutor them. The tutoring sessions are held on Fridays from 1-1:50pm for high school juniors and seniors in the Tutorial Center (every student is required to attend at least one session; sign up on Blackboard).

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Community Service Organization** | **Student Presentations** |
| Week 1 Aug. 19 | Presentation Information and Sign-ups | N/A | N/A |
| Week 2 Aug. 26 | ESBSCO Host (library presentation) | N/A | N/A |
| Week 3 Sept. 2 | Guest Speaker | N/A | N/A |
| Week 4 Sept. 9 |  |  | The Problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The Solution/Analysis:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 5 Sept.16 |  |  | The Problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The Solution/Analysis:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 6 Sept.23 |  |  | The Problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The Solution/Analysis:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 7 Sept. 30 |  |  | The Problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The Solution/Analysis:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 8 Oct. 7 |  |  | The Problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The Solution/Analysis:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 9 Oct.14 | Guest speaker | **RESUMES DUE; email Mrs. Berg your final document**  N/A | N/A |

\*\*\**Note*: The presentation dates may have to be moved around slightly to accommodate the guest speaker’s schedule. I will attempt to give you adequate warning of at least a week’s notice if your presentation date needs to be changed. The schedule on Blackboard will be the most current one.

|  |  |  |  |
| --- | --- | --- | --- |
| Week 10 Oct.21 |  |  | The Problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The Solution/Analysis:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 11 Oct.28 |  |  | The Problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The Solution/Analysis:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 12 Nov. 4 |  |  | The Problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The Solution/Analysis:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 13 Nov. 11 | HOLIDAY VETERANS’ DAY | N/A | N/A |
| Week 14 Nov.18 |  |  | The Problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The Solution/Analysis:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 15 Nov.25 | HOLIDAY THANKSGIVING | N/A | N/A |
| Week 16 Dec. 2 |  |  | The Problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The Solution/Analysis:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 17 Dec.9 |  |  | The Problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The Solution/Analysis:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

\*\*\**Note*: The presentation dates may have to be moved around slightly to accommodate the guest speaker’s schedule. I will attempt to give you adequate warning of at least a week’s notice if your presentation date needs to be changed. The schedule on Blackboard will be the most current one.

**Annotated Bibliography Assignment**

Your completed Annotated Bibliography is due by 9:00am the week before your presentation; email Mrs. Berg your completed annotated bibliography as an attachment.

*Note*: You may work together to help each other with the research, and you may even find several articles in common. However, each person needs to write and submit his own paper.

There are **eight** total sources required for this assignment. Alphabetize your entries by the first word of each entry (usually the author’s last name).

The information for each of the eight sources will be in one paragraph together. Begin with the works cited entry (making sure to format your work as a hanging indent), and the summary and other information begins immediately after the works cited entry on the same line. Format each entry as a hanging indent (so the first line of the entry begins at the one-inch margin, and all other lines for the same entry are automatically tabbed in at a half-inch). Include all of this information in this order:

1.   **CITATION AND CREDENTIALS**. The source citation (2009 MLA works cited entry) and the credentials of the author (make sure, when you provide the author’s credentials that you do not plagiarize. Rephrase the wording of the author’s biographies to avoid plagiarism.).

2.   **MAIN IDEA**. A one-sentence summary of the source’s main idea/thesis.

3.   **SUPPORTING DETAILS**. A brief explanation of several sentences of how the author supports his or her main idea.

4.   **ANALYSIS**. An explanation of how specifically you will use this piece of research in your presentation. This section should be your most developed.

**The Presentation Assignment**

An interesting PowerPoint is essential to conveying information for both presentations, but students are warned not to read off the slides. Put notes for yourself on the slides only, and include relevant graphics and photos with citations.

**The Problem Presentation (15 minute minimum)**

**Honors 1 Assignment: What is the problem?**These students will sign up to present general information about the community service organization of their choice. They will briefly present and define key terms, problems, and existing laws the organization works to alleviate. The purpose of this section is to inform the audience of the basics of the issue to create a “level playing field” for them to judge the effectiveness of the solution the organization is working to employ. They will need to do extensive research in order to present the current laws of the topic, key figures and terms, and definitions so the audience can more fully understand and appreciate the problem the community service organization is working to alleviate. These students will need to present the basics of this problem to the class: Who? What? When? Where? Why? How? It is fine for these students to discuss briefly their experiences at the organization when performing community service there, but the focus of the presentation should be on the problem, not the organization.

These students will need to submit an annotated bibliography, due one week before the presentation date, and they are encouraged to work with their partner in their research (although of course each person needs to submit original work).

**The Solution/Analysis Presentation (20 minutes)**

**Honors 2 Assignment: What is this organization doing to address the problem, and is it working?**

These students will present after their counterparts have presented about the problem the organizations are working to combat, and they will discuss in detail specific information about the organization, including, but not limited to:

* History
* Mission statement
* Operating budget and staffing levels
* Current projects
* Future projects (and what they need to get them done)
* Interviews with staff
* Interviews with people receiving the charity’s aid, if appropriate
* Your own experience and observations while volunteering there
* An independent organization’s evaluation of the organization’s effectiveness, such as [Charity Navigator](http://www.charitynavigator.org/), [CharityWatch](http://www.charitywatch.org/), and the [BBB Wise Giving Alliance](http://www.bbb.org/us/charity/).

**Presentation Rubric Evaluated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Problem Presented by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (15 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Problem** | Speaker clearly and compellingly explains the problem, including its  causes and consequences, who it affects, and why we should care. Speaker gives nuanced and  appropriate examples and details  to make it clear that the issue is important. | Speaker explains the problem, including its causes and  consequences, who it affects,  and why we should care. Speaker includes some examples and details to reinforce the point. | Speaker does not fully explain the problem, leaving out some key  aspects. The issue is still generally intelligible. | Speaker does not explain the problem so that the audience can  understand. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Solution & Analysis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (20 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Solutions & Analysis** | Speaker clearly presents a solution or solutions to the  problem and gives compelling, logical reasoning to justify those solutions. A thoughtful analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem and  gives good reasoning to justify those solutions. A detailed analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem, but the  reasoning is not clear or fully explained. Provides some analysis of organization’s effectiveness. | Speaker does not present a real solution or solutions to the  problem. Provides little to no analysis of organization’s effectiveness. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Which student do you think presented most effectively? Why?

*This page intentionally left blank*.

**Presentation Rubric Evaluated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Problem Presented by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (15 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Problem** | Speaker clearly and compellingly explains the problem, including its  causes and consequences, who it affects, and why we should care. Speaker gives nuanced and  appropriate examples and details  to make it clear that the issue is important. | Speaker explains the problem, including its causes and  consequences, who it affects,  and why we should care. Speaker includes some examples and details to reinforce the point. | Speaker does not fully explain the problem, leaving out some key  aspects. The issue is still generally intelligible. | Speaker does not explain the problem so that the audience can  understand. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Solution & Analysis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (20 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Solutions & Analysis** | Speaker clearly presents a solution or solutions to the  problem and gives compelling, logical reasoning to justify those solutions. A thoughtful analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem and  gives good reasoning to justify those solutions. A detailed analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem, but the  reasoning is not clear or fully explained. Provides some analysis of organization’s effectiveness. | Speaker does not present a real solution or solutions to the  problem. Provides little to no analysis of organization’s effectiveness. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Which student do you think presented most effectively? Why?

*This page intentionally left blank*.

**Presentation Rubric Evaluated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Problem Presented by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (15 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Problem** | Speaker clearly and compellingly explains the problem, including its  causes and consequences, who it affects, and why we should care. Speaker gives nuanced and  appropriate examples and details  to make it clear that the issue is important. | Speaker explains the problem, including its causes and  consequences, who it affects,  and why we should care. Speaker includes some examples and details to reinforce the point. | Speaker does not fully explain the problem, leaving out some key  aspects. The issue is still generally intelligible. | Speaker does not explain the problem so that the audience can  understand. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Solution & Analysis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (20 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Solutions & Analysis** | Speaker clearly presents a solution or solutions to the  problem and gives compelling, logical reasoning to justify those solutions. A thoughtful analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem and  gives good reasoning to justify those solutions. A detailed analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem, but the  reasoning is not clear or fully explained. Provides some analysis of organization’s effectiveness. | Speaker does not present a real solution or solutions to the  problem. Provides little to no analysis of organization’s effectiveness. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Which student do you think presented most effectively? Why?

*This page intentionally left blank*.

**Presentation Rubric Evaluated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Problem Presented by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (15 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Problem** | Speaker clearly and compellingly explains the problem, including its  causes and consequences, who it affects, and why we should care. Speaker gives nuanced and  appropriate examples and details  to make it clear that the issue is important. | Speaker explains the problem, including its causes and  consequences, who it affects,  and why we should care. Speaker includes some examples and details to reinforce the point. | Speaker does not fully explain the problem, leaving out some key  aspects. The issue is still generally intelligible. | Speaker does not explain the problem so that the audience can  understand. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Solution & Analysis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (20 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Solutions & Analysis** | Speaker clearly presents a solution or solutions to the  problem and gives compelling, logical reasoning to justify those solutions. A thoughtful analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem and  gives good reasoning to justify those solutions. A detailed analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem, but the  reasoning is not clear or fully explained. Provides some analysis of organization’s effectiveness. | Speaker does not present a real solution or solutions to the  problem. Provides little to no analysis of organization’s effectiveness. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Which student do you think presented most effectively? Why?

*This page intentionally left blank*.

**Presentation Rubric Evaluated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Problem Presented by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (15 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Problem** | Speaker clearly and compellingly explains the problem, including its  causes and consequences, who it affects, and why we should care. Speaker gives nuanced and  appropriate examples and details  to make it clear that the issue is important. | Speaker explains the problem, including its causes and  consequences, who it affects,  and why we should care. Speaker includes some examples and details to reinforce the point. | Speaker does not fully explain the problem, leaving out some key  aspects. The issue is still generally intelligible. | Speaker does not explain the problem so that the audience can  understand. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Solution & Analysis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (20 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Solutions & Analysis** | Speaker clearly presents a solution or solutions to the  problem and gives compelling, logical reasoning to justify those solutions. A thoughtful analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem and  gives good reasoning to justify those solutions. A detailed analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem, but the  reasoning is not clear or fully explained. Provides some analysis of organization’s effectiveness. | Speaker does not present a real solution or solutions to the  problem. Provides little to no analysis of organization’s effectiveness. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Which student do you think presented most effectively? Why?

*This page intentionally left blank*.

**Presentation Rubric Evaluated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Problem Presented by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (15 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Problem** | Speaker clearly and compellingly explains the problem, including its  causes and consequences, who it affects, and why we should care. Speaker gives nuanced and  appropriate examples and details  to make it clear that the issue is important. | Speaker explains the problem, including its causes and  consequences, who it affects,  and why we should care. Speaker includes some examples and details to reinforce the point. | Speaker does not fully explain the problem, leaving out some key  aspects. The issue is still generally intelligible. | Speaker does not explain the problem so that the audience can  understand. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Solution & Analysis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (20 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Solutions & Analysis** | Speaker clearly presents a solution or solutions to the  problem and gives compelling, logical reasoning to justify those solutions. A thoughtful analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem and  gives good reasoning to justify those solutions. A detailed analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem, but the  reasoning is not clear or fully explained. Provides some analysis of organization’s effectiveness. | Speaker does not present a real solution or solutions to the  problem. Provides little to no analysis of organization’s effectiveness. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Which student do you think presented most effectively? Why?

*This page intentionally left blank*.

**Presentation Rubric Evaluated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Problem Presented by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (15 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Problem** | Speaker clearly and compellingly explains the problem, including its  causes and consequences, who it affects, and why we should care. Speaker gives nuanced and  appropriate examples and details  to make it clear that the issue is important. | Speaker explains the problem, including its causes and  consequences, who it affects,  and why we should care. Speaker includes some examples and details to reinforce the point. | Speaker does not fully explain the problem, leaving out some key  aspects. The issue is still generally intelligible. | Speaker does not explain the problem so that the audience can  understand. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Solution & Analysis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (20 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Solutions & Analysis** | Speaker clearly presents a solution or solutions to the  problem and gives compelling, logical reasoning to justify those solutions. A thoughtful analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem and  gives good reasoning to justify those solutions. A detailed analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem, but the  reasoning is not clear or fully explained. Provides some analysis of organization’s effectiveness. | Speaker does not present a real solution or solutions to the  problem. Provides little to no analysis of organization’s effectiveness. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Which student do you think presented most effectively? Why?

*This page intentionally left blank*.

**Presentation Rubric Evaluated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Problem Presented by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (15 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Problem** | Speaker clearly and compellingly explains the problem, including its  causes and consequences, who it affects, and why we should care. Speaker gives nuanced and  appropriate examples and details  to make it clear that the issue is important. | Speaker explains the problem, including its causes and  consequences, who it affects,  and why we should care. Speaker includes some examples and details to reinforce the point. | Speaker does not fully explain the problem, leaving out some key  aspects. The issue is still generally intelligible. | Speaker does not explain the problem so that the audience can  understand. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Solution & Analysis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (20 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Solutions & Analysis** | Speaker clearly presents a solution or solutions to the  problem and gives compelling, logical reasoning to justify those solutions. A thoughtful analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem and  gives good reasoning to justify those solutions. A detailed analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem, but the  reasoning is not clear or fully explained. Provides some analysis of organization’s effectiveness. | Speaker does not present a real solution or solutions to the  problem. Provides little to no analysis of organization’s effectiveness. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Which student do you think presented most effectively? Why?

*This page intentionally left blank*.

**Presentation Rubric Evaluated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Problem Presented by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (15 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Problem** | Speaker clearly and compellingly explains the problem, including its  causes and consequences, who it affects, and why we should care. Speaker gives nuanced and  appropriate examples and details  to make it clear that the issue is important. | Speaker explains the problem, including its causes and  consequences, who it affects,  and why we should care. Speaker includes some examples and details to reinforce the point. | Speaker does not fully explain the problem, leaving out some key  aspects. The issue is still generally intelligible. | Speaker does not explain the problem so that the audience can  understand. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Solution & Analysis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (20 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Solutions & Analysis** | Speaker clearly presents a solution or solutions to the  problem and gives compelling, logical reasoning to justify those solutions. A thoughtful analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem and  gives good reasoning to justify those solutions. A detailed analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem, but the  reasoning is not clear or fully explained. Provides some analysis of organization’s effectiveness. | Speaker does not present a real solution or solutions to the  problem. Provides little to no analysis of organization’s effectiveness. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Which student do you think presented most effectively? Why?

*This page intentionally left blank*.

**Presentation Rubric Evaluated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Problem Presented by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (15 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Problem** | Speaker clearly and compellingly explains the problem, including its  causes and consequences, who it affects, and why we should care. Speaker gives nuanced and  appropriate examples and details  to make it clear that the issue is important. | Speaker explains the problem, including its causes and  consequences, who it affects,  and why we should care. Speaker includes some examples and details to reinforce the point. | Speaker does not fully explain the problem, leaving out some key  aspects. The issue is still generally intelligible. | Speaker does not explain the problem so that the audience can  understand. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Solution & Analysis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (20 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Solutions & Analysis** | Speaker clearly presents a solution or solutions to the  problem and gives compelling, logical reasoning to justify those solutions. A thoughtful analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem and  gives good reasoning to justify those solutions. A detailed analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem, but the  reasoning is not clear or fully explained. Provides some analysis of organization’s effectiveness. | Speaker does not present a real solution or solutions to the  problem. Provides little to no analysis of organization’s effectiveness. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Which student do you think presented most effectively? Why?

*This page intentionally left blank*.

**Presentation Rubric Evaluated by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Problem Presented by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (15 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Problem** | Speaker clearly and compellingly explains the problem, including its  causes and consequences, who it affects, and why we should care. Speaker gives nuanced and  appropriate examples and details  to make it clear that the issue is important. | Speaker explains the problem, including its causes and  consequences, who it affects,  and why we should care. Speaker includes some examples and details to reinforce the point. | Speaker does not fully explain the problem, leaving out some key  aspects. The issue is still generally intelligible. | Speaker does not explain the problem so that the audience can  understand. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Solution & Analysis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presentation Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (20 min. minimum)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** |
| **Research** | Research notes are extensive; they are organized and are in the student’s own words.  4 or more additional valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are sufficient; they are mostly in the student’s own words.  3 valid sources are referenced.    A Works Cited section is included and correctly formatted. | Research notes are insufficient.  2 valid sources are referenced.  A Works Cited section is included and correctly formatted. | Research notes are missing.  One or no valid sources are referenced.  The Works Cited section is missing or has major mistakes. |
| **Solutions & Analysis** | Speaker clearly presents a solution or solutions to the  problem and gives compelling, logical reasoning to justify those solutions. A thoughtful analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem and  gives good reasoning to justify those solutions. A detailed analysis of organization’s effectiveness. | Speaker presents a solution or solutions to the problem, but the  reasoning is not clear or fully explained. Provides some analysis of organization’s effectiveness. | Speaker does not present a real solution or solutions to the  problem. Provides little to no analysis of organization’s effectiveness. |
| **Public Speaking** | Student demonstrates outstanding public speaking skills, including: clear engagement with the audience  through eye contact and physical  orientation; clear and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student successfully answers reasonable questions from the audience. | Student demonstrates competent public speaking skills, but may need improvement in 1-2 of  these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student mostly successfully answers reasonable questions from the audience. | Student delivers the information, but may need improvement in 3-4 of these: clear engagement with the audience through eye contact  and physical orientation; clear  and confident voice; good pacing; thorough knowledge of the material; and appropriate use of notes.  Student attempts to answer reasonable questions from the audience. | Student’s lack of public speaking skills makes the presentation difficult to understand or watch.  Student makes no serious attempt to answer reasonable questions from the audience, or responds in a rude or non- professional way. |

Which student do you think presented most effectively? Why?

*This page intentionally left blank*.

**Community Service Log Sheet**

*Take this sheet with you to your volunteer assignment and have it filled out each time you work.*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Organization and Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Number of**  **hours worked** | **Duties Performed** | **Supervisor Comments and**  **Initials** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Total hours worked: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*This page intentionally left blank*.

**Resume Assignment**

**Your assignment is to email Mrs. Berg your completed resume no sooner than before the Career Center’s presentation on resumes, and no later than noon on Friday, October 19.**

From transferring into a four-year college or university to obtaining a part-time job, a resume is essential because college recruiters and employers alike want to see a brief summary of your abilities, education, and experiences. Any potential employer, admissions counselor, and/or volunteer recruiter should be able to derive skills and experiences that would make you unique to the position you are applying for.

**Important TIPS when composing your resume:**

**No more than one full page.**

**Customize your objective.** An objective lets potential employers know your main goal. For example, your objective may be "To obtain a part-time sales position with Hollister."

**What if you do not have any work experience?** Consider listing volunteer work and/or school- related experiences, such as laying out copy for a yearbook, tracking equipment for a sports team, creating programs for a school event or something similar. Anything that might be considered a task associated with the work environment is fine to use on your resume.

**List your accomplishments**. Accomplishments are probably the most important things you can list on a resume because it shows that you worked hard, were involved, and got things done.

**Use keywords.** Most companies use applicant-tracking software, which scans resumes for keywords relating to skills, training, degrees, job titles and experience. Make sure your resume gets through this preliminary screening… use the same key words on your resume as the qualifications listed on the company’s job posting. (Remember to use only the qualifications/keywords that you actually possess.)

**Proofread everything to make sure there are NO mistakes.** It is highly recommended you have someone else read your resume to look for errors, typos and grammar mistakes. Any mistakes are usually the first things an employer looks for to eliminate you from the hiring process.

**Never lie on your resume.** Any non-truths stated on your resume could result in immediate firing and will ruin your reputation.

*The information provided above and the sample resumes are from the University Place District.*

**Resume Sample #1**

**JUNIOR STUDENT NAME**

1234 Street North

Tacoma, Washington 99999

(253) 555-5555 | [firstlastname@email.com](mailto:firstlastname@email.com)

**OBJECTIVE**

To obtain a part-time position while completing general education classes.

**EDUCATIO N**

*Anticipated Graduation June 2014*

Curtis Community College, University Place, WA Aug 2011 - Present

**WORK EXPE RIENCE**

*Child Care Provider*

The Downing Family, Tacoma, WA Jun 2010 - Present

 Supervise 4 children under the age of 11 on occasional weekends and during school breaks

 Responsibilities include children’s safety, food preparation, play activities and tutoring

*Waitress/Server*

Merrill Gardens, Tacoma, WA Jun 2011 - Dec 2011

 Primary responsibilities included taking orders, explaining menu items, delivering food and beverage orders, and clearing/setting tables

 Provided prompt and courteous service

 Assisted co-workers to improve workflow and customer service

**VOLUNTEER EXPERIENCE**

*Youth Volunteer*

Point Defiance Zoo & Aquarium, Tacoma, WA Jun 2011 - Present

 Setup and maintain activities for visitors;

 Work with children in the summer camp programs

 Assist with live animal presentations

 Over 200 hours of community service completed to date

*Volunteer*

Big Brother Big Sister, Tacoma, WA Oct 2012 - Present

 Responsible for mentoring a youth one-on-one, on a weekly basis

 Assist with homework, play activities, support positive choices and help develop effective communication skills

**S K ILL S & AB I L IT IE S**

 Computer skills include Microsoft Word, Excel, PowerPoint and Adobe Photoshop

 Ability to prioritize and manage time well; accept responsibility and make decisions effectively

**Resume Sample #2**

**Junior Student Name**

1234 Street North

Tacoma, Washington 99999

(253) 555-5555 | [firstlastname@email.com](mailto:firstlastname@email.com)

**Career Objective**

To obtain a part-time barista position at Coffee Beans while completing credit.

**Education**

Aug 2011 – Present ***Sophomore,*** Curtis Community College, University Place, Washington

 Anticipated graduation June 2014

**Work Experience**

Oct 2011 – Nov 2012 ***Barista,*** The Coffee Press, University Place, Washington

 Prepared quality beverages for customers

 Responsibilities included cash handling and cash registry; customer service; inventory; quality control; and followed health, safety, and sanitation guidelines

Jan 2010 - Aug 2012 ***Child Care Provider****,* The Johnson Family*,* University Place, Washington

 Supervised three children under the age of 10 on weekends and during school breaks

 Responsibilities included children's safety, food preparation, activities and tutoring

**Volunteer Experience**

May 2010 – Present ***Volunteer,*** United Way, Tacoma, Washington

 Participation in various events including food bank distribution, neighborhood clean-up projects, and several events for fundraisers

 Over 200 hours of community service completed to date

**Awards & Certificates**

 CHS Student of the Month (Feb 2013)

 National Honor Society (June 2012)

 Academic Honor Roll (June 2012)

 CPR & First Aid Certificate (March 2012)

**Skills & Abilities**

 Adobe Photoshop, Microsoft Office, Outlook, Paint Shop

 Able to Multitask, Creative, Good Communicator, Organized, Team Player

 Fluent in French & Spanish

**Extracurricular Activities**

 Yearbook, Volleyball, French Club