**Energy and environment project**

Start Date 1/27/2016 Final Project Due Date 2/18/2016

**Purpose**

Your purpose is to produce a presentation which will assist everyday citizens in making responsible, evidence-supported, ethical, and sustainable environmental choices. All of these choices must relate to environmental science topics that we have studied in the course, chapters 1-4 and chapters 16-18 in the text book Jay Withgott. (2010). Your World, Your Turn. Prentice Hall Publ., Upper Saddle, NJ.

**Audience**

You may direct your presentation towards either preschool age –lower school audiences, teen audiences, or adult audiences. Or, you may choose to develop a presentation suitable for any aged audience. You should assume that your audience is composed of people who have not completed college science majors, so you must translate the specialized scientific language of technical and scientific evidence (like tables and graphs) to laymen’s terminology. However, you should include graphics that actually show the evidence that is explained in less specialized terms.

**Format**

The format is flexible. But, whatever format you choose, be aware that it must comprise an effective lesson for your audience members at attendance during the March, 2016, Mayfield School District Science Showcase. If your presentation is not constructed for effective stand-alone use, then you must plan to be in attendance when it is presented.

Ideas for format might include: Video, Narrated power point show, Audio-presentation, Cartoon strips or animations, a poster board, a pamphlet, a children’s book, a Web Quest, a model—working or not—for a device along with explanations, hands-on simulations or experiments accompanied by explanations, a RAP or song or poem, etc. Whatever format you choose, you must satisfy the rubric criteria.

Whatever format you choose, most information should be included within graphic displays such as tables, graphs, diagrams, or illustrations. Each graphic display should be described within a short section of text, with this description written at the level of the intended audience.

**Important Deadlines**

Monday, February 1, 2015:

Brainstormed plan (what topic, what emphasis, likely sections & format, two introductory references from which information has been extracted, annotated, and cited)

Wednesday, February 11, 2015:

Rough Draft including final section plan and forat, most/all of the sections drafted and partially complete, seven references from which information has been extracted, annotated, and cited in a bibliography and from which information has been cited at each point of use throughout the project.

Wednesday, February 18, 2015:

Final draft will be presented to classmates and teachers during class on this date. Late presentations will result in the rough draft being graded by the rubric, with an additional 10% credit removed per school day until the final draft is received. If a final draft is received on or before Monday, February 23, and if it is significantly improved versus the rough draft, then the final draft grade will be substituted for the rough draft grade, but the 10% deducted per late day will not be restored

**Annotated bibliography**

You must include an annotated bibliography at the end of the presentation, and you must cite a reference within the presentation at each point where it has is used. Unless information is “everyday common knowledge” –e.g., the sky on a cloudless sunny day is blue, or unless you generated information on your own—e.g., experimental data or your own photography or design, then a citation must be included. The citation must have originated from a resource that is valid relative to the type of information. Economic information should be provided by a resource specializing in economics, whereas ecological information should be provided by a resource specialized in the study of ecology, social/political information by a resource dedicated to that field, etc.

**Project Assessment Rubric**

Evidence of proof-reading and careful, thoughtful completion **( 0 – 24 points)**

(0—4 points) No typographical or formatting or grammatical/spelling errors

* + If narrated, words are clearly spoken & grammer & vocabulary are used correctly.

(0—4 points) Neat, sturdy construction

* + all components packaged together; if a poster, all components firmly attached
	+ no cross-outs or smears or lightly printed text (0—4 points) Ease of access to audience
	+ If written, then type size and spacing can be easily read by a typical person standing 6 feet away. The fonts chosen will not be distracting or visually difficult to read.
	+ If spoken, then words must loud enough for the audience to hear, and the pace must be slow enough for clarity, but fast enough for engagement.
	+ Vocabulary and reading or complexity level is well-matched to the intended audience.

(0—4 points) Organization of subcomponents facilitates the flow of information.

* + Information has been divided among logical sections.
	+ Relationships between information in different sections is clear.

(0—8 points) Improvements related to the teacher’s and peers’ editorial comments on the rough draft are evident in the final draft.

Annotated bibliography and in-text citations (**0-21 points )**

(0 - 7 points) Citation inserted into each separate part of the presentation where it has provided information. Insert the number associated with the reference in the final annotated bibliography.

(0 - 7 points) Seven or more references cited in MLA format within a bibliography at the end of the presentation, in alphabetical order and numbered from 1-n.

(0 - 7 points)Annotations after each bibliographic entry describe the purposes and qualifying credentials of each information provider: author, organization, or both.

Two different viewpoints are described **(0-20 points)**

(0 – 4 points X 2)Viewpoint is accurately described and explained.

(0—4 points X 2) Evidence cited by proponents in support of the viewpoint is described.

 (0-4 points) Similarities and differences of the viewpoints are indicated.

Costs/benefits analysis comparisons for the two viewpoints **(0—20 points)**

(0-4 points) 2 or more social or political or justice costs/benefits compared

(0-4 points) 2 or more economic costs/benefits compared

(0-4 points ) 2 or more health/safety/quality of life costs/benefits compared

(0-4 points) environmental costs/benefits compared

(0-4 points) reference source is identified for each characteristic compared

Graphic presentations exceed verbal or written presentations **(0-12 points)**

(0-4 points) One or more graphic presentations (table, diagram, illustration, graph) used accurately and effectively in the description of each viewpoint.

(0-4 points) One or more graphic presentations used accurately and effectively in showing evidence used by proponents to support their viewpoints.

(0-4 points) At least 4 graphic presentations used accurate and effectively in showing evidence for relative cost and benefits associated with each viewpoint.