Senior Seminar Assignment Booklet

Your light reading for the semester

PRM 495: Senior Seminar

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# Assignment Overview & Point Values

Reading Responses (8 total): 120 pts.

Discussion Leader 50 pts.

Senior Seminar Paper:

Purpose Statement and Pro/Con Thesis Statements 25 pts.

Abstract/Bio 25 pts.

Senior Seminar Final Paper 100 pts.

Quality and Timeliness of Drafts 50 pts.

Senior Seminar Presentation: 100 pts.

Peer Review Activities: (These will be discussed in class and are not included in this booklet)

Paper Peer Review 25 pts.

Presentation Peer Review 25 pts.

Conference Team Peer Review 25 pts.

Attendance: 50 pts.

**Total: 595 points**

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# Schedule & Assignment Due Dates

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Due** |
| WEEK 1 |  |  |
| Monday, January 13 | Course Introduction |  |
| Wednesday, January 15 | Select course topics/readings  Set conference date | 3 contemporary PRM issues you want to read more about (I) |
| WEEK 2 |  |  |
| Monday, January 20 | MLK Day-No Class |  |
| Wednesday, January 22 | What makes a good research topic? Assignment packet overview/Select teams |  |
| WEEK 3 |  |  |
| Monday, January 27 | Library: Research 101-What is a “good” source? & Completing a thorough keyword literature search (PRM librarian) | \*\*bring your computer to class |
| Wednesday, January 29 | Work on Pro/Con Thesis Statements (\*\*Bring laptops to class) 1-on-1 consult with instructor | \*\*Bring a draft of purpose statement and pro/con thesis statement to class.  Pro & Con Thesis Statement (G) **(Due as a hard copy in our boxes by midnight on Friday)** |
| WEEK 4 |  |  |
| Monday, February 3 | Reading Response #1 Discussion | Reading Response #1 (I) |
| Wednesday, February 5 | Feedback on Pro & Con Statements |  |
| WEEK 5 |  |  |
| Monday, February 10 | How to write a solid paper-Outline overview | \*\*2nd Draft of Purpose & Pro/Con Due if Necessary |
| Wednesday, February 12 | Reading Response #2 Discussion | Reading Response #2 (I)  **Outline of paper due on Friday, Feb. 15th** |
| WEEK 6 |  |  |
| Monday, February 17 | Feedback on Outline  Conference Team Overview & Selection |  |
| Wednesday, February 19 | Writing Skills & APA Exercise | APA worksheets (I) |
| WEEK 7 |  |  |
| Monday, February 24 | Reading #3 Discussion | Reading Response #3 (I) |
| Wednesday, February 26 | In-Class Workday/Instructor Meetings | \*\*Bring rough draft of intro/background to class  Final Draft Intro/Background Due (G) (on Bb by midnight) |
| WEEK 8 |  |  |
| Monday, March 2 | Feedback on Intro/Background  Reading #4 Discussion | Reading Response #4 (I) |
| Wednesday, March 4 | Reading #5 Discussion | Reading Response #5 (I) |
| WEEK 9 |  |  |
| Monday, March 9 | Spring break-no class |  |
| Wednesday, March 11 | Spring break-no class |  |
| WEEK 10 |  |  |
| Monday, March 16 | How to write an Abstract/Bio/Elements of a Strong Presentation/Conference Workday |  |
| Wednesday, March 18 | **Required**-Outdoor Economy Conference-Summit on Diversity in the Outdoors (Free) 4:00-7:00 UC Theater | No class at 10:10-The summit will count for your attendance. Please let us know **at least 2 weeks in advance** if you cannot attend. |
| WEEK 11 |  |  |
| Monday, March 23 | Reading Response #6 | Peer review (I)  Reading Response #6 (I) |
| Wednesday, March 25 | Completing a Strong Peer Review/ Peer Review Day | Senior Seminar Paper (For Peer Review) (G), Abstracts (G), Bios (I) |
| WEEK 12 |  |  |
| Monday, March 30 | Reading #7 Discussion | Reading Response #7 (I) |
| Wednesday, April 1 | Discuss Instructor Feedback/Workday |  |
| WEEK 13 |  |  |
| Monday, April 6 | Flex Day |  |
| Wednesday, April 8 | No Class-Easter Break!!! |  |
| WEEK 14 |  |  |
| Monday, April 13 | Meetings with Dr. Schultz regarding final paper/Conference workday |  |
| Wednesday, April 15 | Reading #8 Discussion | Reading Response #8 (I)  Final Senior Seminar Paper (G) Due Friday at midnight (due as **both** a digital & hard copy) |
| WEEK 15 |  |  |
| Monday, April 20 | Presentation Workday |  |
| Wednesday, April 22 | Peer Review of Presentations | Presentation Peer Review (I)  Presentation Scripts (G)  Presentations due for peer review (G) |
| WEEK 16 |  |  |
| Monday, April 27 | Meet with PRM Faculty |  |
| Wednesday, April 29 | Conference Prep/Walk Through | Conference Team peer review (I) |
| Friday, May 1 | Senior Seminar Conference ☺☺☺ | Presentations (G) Due is **both** a hard copy and a digital copy of the slides **and** script. |

# Reading Response Assignment

(8 @ 15 points each)

(Due at various dates, see calendar)

For each reading that we do, you will turn in a typed reading on Blackboard. For each response, you must include the name of the article, the author, a brief three to five sentence synopsis of the key points, **an APA reference list for the readings** and at least two (different choices) of the following:

1. A well written question intended to provoke critical thought **and** an attempt at an answer. These type of questions do not have “yes” or “no” answers. Below are some prompts that might be useful as you craft these questions:
   1. How would you use \_\_\_\_\_ to \_\_\_\_\_ ?
   2. What is an example of \_\_\_\_\_ ?
   3. Explain why \_\_\_\_\_ ?
   4. What do you think would happen if \_\_\_\_\_ ?
   5. What is the difference between \_\_\_\_\_ and \_\_\_\_\_ ?
   6. How are \_\_\_\_\_ and \_\_\_\_\_ similar ?
   7. What is a possible solution to the problem of \_\_\_\_\_ ?
   8. What conclusions can you draw about \_\_\_\_\_ ?
   9. How does \_\_\_\_\_ affect \_\_\_\_\_ ?
   10. In your opinion, which is best, \_\_\_\_\_ or \_\_\_\_\_? Why?
   11. What are the strengths and weaknesses of \_\_\_\_\_ ?
   12. Do you agree or disagree with the statement: \_\_\_\_\_ ? Support your answer.
   13. How is \_\_\_\_\_ related to \_\_\_\_\_ that we studied earlier?
2. A favorite quote and why. How did this quote challenge your thinking?
3. A definition/key term that you found important to your understanding and why.
4. A point that the author made that you didn’t understand or around which you would like more clarification. This would be a point you would like us to discuss in class.
5. I am open to creative reading responses that are not listed above. If the reading provokes you to provide a different sort of response, run with it. The only rule is that you reference the reading in some way, engage with it, and provide a page number for us to reference in our class discussions.

\*Note: All of the above reading responses **need to include a page number** so that you can quickly refer us to a specific area of the text which prompted your thinking.

Reading responses will be graded each week for a total of 15 points. In order to receive the full 15 points each week, each response must include all of the above elements, must demonstrate that you have indeed read and engaged with the reading, and must be completed on time.

## Reading Response Rubric

Each reading response will be graded on a Got it/Kinda Got it/You Gotta Be Kidding Me scale for 15/11/7 points respectively, and, as the class discussion and the “moment” will have passed, after the due date, these points cannot be made up.

As a reminder, the required elements for a successful reading response include:

1. Name of article
2. Author’s name
3. A summary of the author’s main points (around 3-5 sentences)
4. **Two** choices from the list of responses (must be two different choices)
5. Responses must include APA citations to direct you back to the correct page during our discussion.

“Got it” (15 points)

* Response includes **all** of the required elements.
* Response demonstrates that the student has engaged, or grappled, with the text and has understood the author’s main points.
* Response uses specific text-based examples with correct APA citations.

“Kinda Got It” (11 points)

* Response includes **all** of the required elements.
* Response touches on several concepts from the text on the surface; however, does not explore or engage with any one in depth. Response feels shallow in places, rather than an in-depth engagement with the text.
* Response lacks correct APA citations for text-based examples.

“You Gotta Be Kidding Me” (7 points)

* Response is missing one or more of the required elements.
* Response is incomplete, incorrect, unclear, or “saturation bombing.”
* It is not clear that the student has read the article in-depth or engaged with the content (responses may have come from skimming the article and reading the headings).

# Senior Seminar Paper Assignment

1. Pro and Con Thesis Statements (25 points)
2. Abstracts and Bios (25 points)
3. Senior Seminar Final Paper (100 points)
4. Quality and Timeliness of Drafts (50 points)
   1. Outline (10 points)
   2. Intro/background (10 points)
   3. Draft entire paper (30 points)

\*\*Please note: Students my choose to either work in a team of two or individually on the above assignments as well as the senior seminar presentation assignments. Whether working in a team or individually, the assignments will remain the same (the only difference is that the minimum paper length is 15 for individuals and 20 for teams….**not including TOC, references, abstract, or cover page**).

## Purpose Statement and the Pro and Con Thesis Statements

(25 points)

Each team will submit a final purpose statement, a pro stance thesis statement, and a con stance thesis statement. This assignment is worth 25 points. The final product should include the names of all team members in a properly formatted cover page.

My assumption is that each team will have done enough reading and gathering of sources and materials in order to be able to write these statements with confidence. To the extent possible, I do not want to see the duplication of research ideas across teams. This will help to keep the conference interesting and rich with a diversity of research topics. In addition to the purpose statement/pro/con statnce, a **APA reference list with at least 6 academic journal articles/books must be included.**

EXAMPLE #1: AirBnB Pros & Cons Paper

Purpose Statement:

The purpose of this paper is to explore the social and economic impacts of Airbnb in a sharing economy. According to Gurran and Phibbs (2017), Airbnb is “an online platform allowing residents to raise income by offering their homes as short-term rental accommodations” (p.88). The purpose of Airbnb is a to allow micro entrepreneurs the opportunity to diversify their assets and travelers the opportunity to lower the cost of staying away from home in an ever-changing economy. However, these micro entrepreneurs can pose a threat to local hotel chains, and the affordable houses for locals. The cities in which Airbnb exist are responsible for the laws and regulations that assign certain limits and stipulations for the micro entrepreneurs (Gurran & Phibbs, 2017). Airbnb can have both positive and negative impacts on the traveler, entrepreneur, and destinations.

Pro Stance:

Given its modern play on hospitality, as well as its affordable price Airbnb can have a positive impact on society. Tourists can now book their summer vacations in their dream vacation spots because of Airbnb. For example, if a traveler was on a budget, they could stay in a cozy apartment for the same price as staying in a cheap motel. This growing business is non-McDonaldized, which makes it a pleasant experience for people to get to know the locals. The millennial generation enjoys the individualized experience that Airbnb provides, which brings in business from a large majority of people. In sum, three pros of Airbnb are that: 1) it is non-McDonaldized, 2) it is affordable, 3) it lies within the sharing economy.

Con Stance:

Airbnb can have a negative impact on society. In cities with a large Airbnb presence, the price of living for locals is being driven up, and it is becoming increasingly harder to find a place to rent. Socially, discrimination against travelers renting Airbnb’s can be a real problem as regulation is difficult. An additional issue within Airbnb is the threat of leakage. For example, if someone lived in Florida and owned an Airbnb in Asheville, NC, their revenue on their Airbnb would be going to Florida instead of getting re-invested into the local economy. In sum, three cons of Airbnb: 1) it increases the cost of living, 2) it allows discrimination to exist, 3) it allows leakage to occur.

EXAMPLE #2: Pros and Cons of ADA for PRM Agencies

Purpose Statement:

The purpose of this paper is to examine the costs and benefits of the American Disabilities Act of 1990 for parks and recreation management. Since its inception, parks and recreation professionals, especially those in charge of managing outdoors or “wild” locations, have struggled with how to implement the law and where is too much/not enough. More specifically, this paper will explore the social, environmental, and economic impacts of the American Disabilities Act in parks and recreation settings.

Pro Stance:

Pro Stance:

There are three main pros of the ADA for PRM: social inclusion, paving the wilderness, and rails with trails. The ADA may have a positive impact on people with disabilities wanting to feel included in social settings and allows for them to be able to be accommodated appropriately in public and commercial facilities. Additionally, for families and parents that enjoy the wilderness, paved trails may allow parents with strollers to enjoy the outdoors while ensuring their children’s safety. Finally, accessible measures such as trail paving may decrease impact on heavily used trails by encouraging people to stay on the trail.

Con Stance:

There are three cons of the ADA for PRM agencies: funding, reconstruction costs, and the negative environmental impacts of paved trails. The American Disabilities Act may have a negative economic impact on public and commercial facilities. The ADA requires all public places/facilities to have accommodations that provide appropriate supplementary aids and services for people with disabilities. This requires more funds to go into these accommodations, which may prove difficult for recreation departments with decreasing budgets. Additionally, accessible measures such as paving trails may have a negative effect because of the environmental impact. Finally, the fine line of how much is too much is unclear.

## Senior Seminar Abstracts and Bios

(25 points)

Student teams are required to write an abstract of their research, which will be used at two different times in the class. First, the final paper should include an abstract –generally placed after the TOC, but before the start of the actual paper. Second, we will be using the abstracts from each team for conference materials and proceedings. Generally, an abstract is 300 words or less and includes motivation for the research, the purpose of the study, the approach or methods used, major findings, and main conclusions. The following is a checklist of sorts to help better frame this important document along with point values I will be using to grade this assignment:

Abstracts:

(20 points, 5 points for each of the four sections outlined below)

**250-300 words max**

1. Start with a sentence or two about what your issue is and why it is important for the PRM field in 2018.
2. Then a sentence something like this: Therefore, the purpose of this paper is.......[insert purpose statement]
3. Then a sentence something like this: This issue is highly contested, and has several pros and cons which we discovered through an in-depth literature review. The pros of\_\_\_\_\_\_\_\_\_ are [insert pro stance or some summary of key pros you found]. The cons of \_\_\_\_\_\_\_ are [insert con stance or some summary of key cons your found].
4. Then a sentence something like this: We conclude this paper by......[insert key conclusion]

Bios (5 points):

Student groups will also submit a short bio on each member of the group. The bios will be included with abstracts in the conference materials and proceedings. A bio should be 150 words or less and can highlight an individual’s academic, professional, and personal accomplishments.

The following are some general hints for writing a bio:

* Identify the purpose and audience (before the writing process begins)
* Narrow down the information – be careful with extraneous or inappropriate information
* Write in third person, which is more formal
* Write your name – this should be the first thing the reader sees
* State your claim to fame – what are you known for? This should come early in the bio.
* Mention your most important accomplishments
* Include personal and humanizing details
* Include contact information

## Senior Seminar Final Paper

(100 points)

Outline due:

Intro/Background Due:

Due for peer review:

Due to the instructor:

The final paper will be turned in on two separate dates (see above). The final paper will include the following elements:

* Cover Page
* Abstract (250 words or less)
* Table of Contents
* Introduction including your purpose statement & thesis statement
* Body of the Report: including a background section; a discussion of the topic from both the pro and con thesis perspectives; in-text APA citations to support points of view, figures, and data.
* Conclusion including implications for the profession
* List of references, correctly cited (a minimum of ten) \*Note: Only **two** of the ten sources may be online sources. The rest **must** come from scholarly journals, books, etc.
* Free of grammatical and spelling errors and written in either first or third person. Absolutely no second person “you” voice should be used.

The written report should be double spaced utilizing a 12-point Times New Roman font. Papers should be stapled in the upper left-hand corner. A cover page is required; however, please refrain from using commercial products, i.e., no special bindings or covers. The paper should also contain page numbers, a running head, and properly formatted headings and sub-titles. **Papers should be a minimum of 15 pages and are limited to 20 pages of text, not including the cover page, table of contents, abstract, or references (no front to back copying please).** Please also supply the instructor with one hard copy at the start of class on the same date.

Students should read and regularly reference the document titled “*Writing a Research Paper*.” This document contains more specific information on the writing process (and final product) that will help to guide and frame team efforts. The instructor will also grade papers with these guidelines and requirements in mind.

As noted above, all team papers will go through a peer review process (25 points) before the final product is submitted to Blackboard and the instructor. Final papers should be ready for distribution, to class peers, at the beginning of class on October 29th. Please come to class with **three** hard copies. I hope this process will help to strengthen and improve papers before final submission to the instructor.

Special Note: Make sure the Senior Seminar research topic is going to carry the team through all phases of the assignment, and naturally lends itself to pro and con perspectives. In other words, pick a topic that is somewhat controversial and is capable of engaging both a reader (paper) and the audience during the conference presentations.

## Writing the Research Paper

What we know:

* You’ve formed a team
* You have a loosely defined topic (so far)
* Has everyone completely bought off on the topic?

The Team Process

Brainstorming of the Topic (toward refinement)

* Don’t make the mistake of pinning down a topic too early in the process (be open to changes in direction and emphasis depending on what is seen in the literature). In other words, read first – then start to make some decisions.
* No criticism / spontaneous / not much elaboration: The idea is to generate a lot of ideas
* Free-wheeling (go outside of the box)
* Quantity
* Build on the ideas of others (combinations)
* Go back and work with ideas generated: Pros and cons
* Decide upon a plan of action based on what you’ve uncovered and discussed

Who are we and what can we do? Break the team up according to individual strengths at the beginning of the process, stick to the game plan.

* Take a hard look at the team membership
* Who is good at library research?
* Who is good at technology?

The Development of the Purpose Statement

* Becomes the focus and centerpiece of the paper
* Will help to keep the team on track during the research and writing phases of this project.
* For the purpose of this class I recommend:

1. Overarching purpose
2. Two thesis statements (Pro and Con)

* The Nature of Research Papers:
* No opinions in the body of the paper by the student writer (very little)
* Most of the facts and views presented should be based on the writings of others
* Do not present facts or figures without supporting documentation
* Student opinion is welcome at the end of the paper, in the conclusion

Search of the Literature (Should be one of the first things you do)

Sources:

* Journals and Periodicals
* Books
* Government Reports
* Dissertations
* On-Line Information (Most websites are not considered scholarly, however, they can be useful if they come from a known, reliable source – for example, a national organization such as NRPA, etc.) **NOTE: Only two of your required sources may be online sources such as websites, blogs, etc.**

Read and abstract: take notes and complete references

Start to get a feel for what’s out there (who has done what and when).

Things to consider with Sources:

* + - Timeliness (I do not want to see sources from the 60s, 70s, 80s or 90s unless they are considered classics in the field).
    - Adequate numbers (don’t rely too heavily on one source)
    - Best sources: research-based information (peer reviewed). Heavy reliance on web-based sources will cost the team significant points on both the paper and the presentation
    - Avoid second-hand sourcing (For example, an article written by Gardner (1990) cites Bass (1978). You decide you want to use the Bass citation in your paper. In this case, you have to locate the original source, i.e., Bass (1978). Otherwise, you are taking for granted the fact that Gardner is appropriately citing Bass within context of his original statement.
    - Avoid the use of continuous or linked quotes while writing. We expect to see some synthesis of the ideas presented in the literature – by the student writer.
    - Do not use the dictionary or Wikipedia to define operational terms – reference the literature.
    - Do not cut and paste text into the paper (from a source). This is obvious and tacky.
    - Use transition statements when moving to a new thought, point of view, or a new section of the paper
    - When using quotes, make sure to explain them in your own words, or relate them to the material you are presenting in the paragraph.
    - When citing sources in the paper, use just the author name(s), date of publication, and page or paragraph numbers. There is no need to reference the names of books, journals titles, or article titles. This is unnecessary and consumes a lot of text space.

With regard to Powerpoint slides and use of sources:

* + - An appropriate APA citation is required when using direct quotes or “borrowed” information on a Powerpoint slide. In other words, cite the original source on the slide.
    - Your final presentations will be PechaKucha-style. DO NOT USE TEXT-HEAVY SLIDES DURING THE PRESENTATION! As a rule, most people cannot effectively read or comprehend material that has more than 15 – 20 words per slide.

The development of an Outline:

* Gives guidance in writing (keeps you on track)
* Gives the oral presenter something to work with (rather than waiting until the end)
* Is something that you will have to hand in anyway (on the day of your presentation)

The Components of Your Paper

Cover page

Table of contents

Abstract: (300 words or less)

Motivation, purpose, methods or approach, major findings, main conclusions and recommendations

Introduction:

Place the purpose of your paper into context for the reader (Why is this an important

topic for PRM professionals in 2018).

Purpose Statement

Thesis Statement

Background (literature review):

Shares with the reader a history or a timeline of the topic, as well as the results of other studies or major works that are closely related to the project being proposed

Relates the study to the larger, on-going dialogue in the literature about a topic – presenting major terms, definitions, concepts, and theories.

Provides a framework for establishing the importance of the project.

Pro Section:

Pro introduction (includes pro thesis statement)

Pro #1 (and supporting argument & literature)

Pro #2 (and supporting argument & literature)

Pro #3 (and supporting argument & literature)

Quick summary & transition to next section

Con Section:

Con introduction (includes con thesis statement)

Con #1 (and supporting argument & literature)

Con #2 (and supporting argument & literature)

Con #3 (and supporting argument & literature)

Quick summary & transition to next section

Conclusion:

Two or three of the most important concepts, notions, or facts that support your arguments: What do you want to the reader to leave with?

Implications for the field

Final argument (opinion is OK here)

APA referencing (all require either page or paragraph numbers):

* Direct Quotes
* Paraphrased material
* Block quotes (more than 40 words)
* Please refer to the APA manual (6th edition) or to the Purdue Owl website for help. There is no excuse for mistakes in APA citations. It is a sign of laziness or sloppiness, neither of which are acceptable at the Senior Seminar level.

Paper format:

* 12- point Times New Roman font
* Double-spaced
* Sub-titles are mandatory
* Page numbers are mandatory
* A running head is mandatory
* A properly formatted cover page is mandatory – please also provide a formal title for the paper
* Paper should be written in either first person or third person voice (**no “you” second person voice)**
* Paper should include **no passive voice** (refer to handout on grammar for more information on passive voice)
* Proofread, proofread, proofread, proofread. Did we mention proofread? Oh yeah, and please proofread. Your paper should be free of grammatical and spelling errors.

References: Only list those sources that have been cited on your paper. Use correct APA format.

## Senior Seminar Paper Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Scoring Criteria** | **Total Points** | **Score** |
| **Cover Page & TOC**  **(3 points)** | Paper includes an APA formatted cover page with page number, header, title of paper, each student’s name, instructor names, name and number of the course, and the date assignment is due. | 2 |  |
| Paper includes an APA formatted table of contents | 1 |  |
| **Abstract**  **(3 points)** | Paper includes an APA formatted abstract including the following elements: motivation, purpose, methods or approach, major findings, main conclusions and recommendations. | 3 |  |
| **Introduction**  **(10 points)** | The students introduce the issue they will be examining, including (brief) pertinent background information, and provide a brief rationale for their choice. | 3 |  |
| Introduction is attention-getting and information is presented in a clear and logical sequence. The introduction establishes a logical framework for the rest of the paper. | 3 |  |
| Purpose and thesis statements are well-written and provide a clear and specific outline of the rest of the paper. | 4 |  |
| **Background Information (Literature Review)**  **(10 points)** | Shares with the reader a history or a timeline of the topic, as well as the results of other studies or major works that are closely related to the project being proposed. Provides a framework for establishing the importance of the project. | 5 |  |
| Relates the study to the larger, on-going dialogue in the literature about a topic – presenting major terms, definitions, concepts, and theories | 5 |  |
| **Pro Argument (Body)**  **(20 points)** | The Pro Argument (all three of the argument points…pro thesis statement) is outlined clearly at the beginning of the section, setting the stage for the arguments that will be presented. | 5 |  |
| Argument Point #1: The student chooses a specific argument that supports her/his thesis and discusses it in-depth by making specific and detailed correlations with research. Examples are well-articulated and thoroughly discussed and provide support for the argument made in the thesis statement. **(Note: Student must reference at least three different articles, at least one for each analysis point).** | 5 |  |
| Argument Point #2: The student chooses a specific argument that supports her/his thesis and discusses it in-depth by making specific and detailed correlations with research. Examples are well-articulated and thoroughly discussed and provide support for the argument made in the thesis statement. | 5 |  |
| Argument Point #3: The student chooses a specific argument that supports her/his thesis and discusses it in-depth by making specific and detailed correlations with research. Examples are well-articulated and thoroughly discussed and provide support for the argument made in the thesis statement. | 5 |  |
| **Con Argument (Body)**  **(20 points)** | The Con Argument (all three of the argument points…con thesis statement) is outlined clearly at the beginning of the section, setting the stage for the arguments that will be presented. | 5 |  |
| Argument Point #1: The student chooses a specific argument that supports her/his thesis and discusses it in-depth by making specific and detailed correlations with research. Examples are well-articulated and thoroughly discussed and provide support for the argument made in the thesis statement. **(Note: Student must reference at least three different articles, at least one for each analysis point).** | 5 |  |
| Argument Point #2: The student chooses a specific argument that supports her/his thesis and discusses it in-depth by making specific and detailed correlations with research. Examples are well-articulated and thoroughly discussed and provide support for the argument made in the thesis statement. | 5 |  |
| Argument Point #3: The student chooses a specific argument that supports her/his thesis and discusses it in-depth by making specific and detailed correlations with research. Examples are well-articulated and thoroughly discussed and provide support for the argument made in the thesis statement. | 5 |  |
| **Conclusion**  **(10 points)** | Provides a concise and interesting summary of the ideas discussed in the paper (without simply regurgitating). Two or three of the most important concepts, notions, or facts that support your arguments: What do you want to the reader to leave with? | 5 |  |
| Students clearly and convincingly draw parallels between the research presented in the above section and the implications of that research for the PRM field. Students address the following questions: What does your research mean? What are the multiple implications of the new knowledge you have created? What are the societal, “real world” impacts, as related to PRM in particular? \* Your opinion/personal voice OK here | 5 |  |
| **Spelling and Grammar**  **(10 points)** | Paper is written in first-person active or third-person active voice. Paper does not contain any 2nd person “you” voice or any passive voice. Note: Each instance of 2nd person voice will cost one point up to three. | 3 |  |
| The writing is essentially error-free in terms of spelling and grammar. Employs words with fluency, develops concise standard English sentences, and balances a variety of sentence structures effectively. (0-5 total errors for full points) | 5 |  |
| The paper contains well-written transition sentences between paragraphs and sections in order for the paper and ideas to flow nicely. | 2 |  |
| **References and Formatting**  **(12 points)** | Paper includes headings and subheadings as appropriate to guide the reader through each section. | 2 |  |
| Paper contains at least **10** references. All are properly cited following APA style **both** within the text and in the reference list. Only **2** of the reference are online sources such as websites. The reset are scholarly peer-reviewed sources. | 10 |  |
| Paper is written in 12-point Times New Roman font and is double-spaced. Paper includes proper APA running head. | 2 |  |
| **Score** | **Total Points** | **100** |  |

# Senior Seminar Presentation Assignment

(100 points)

After you have chosen your topic and written your paper, your team will have the opportunity to present the results of your research at a public and professional conference, the Senior Seminar Conference (we will choose a snappier name for it as a class). The conference will be open to the greater University and your University peers are more than welcome to attend! Below are the guidelines for designing an engaging, successful presentation that you and your team will be proud to present.

All presentations will use the PechaKucha format. See <http://www.pechakucha.org/> for examples and more information about this format. We have chosen this format because it is interesting, engaging, and will be useful to you as you go forth in your career (your employer will value an employee with strong presentation skills). Most TedTalks are given in this format!

PechaKucha is a 20X20 format. That means, you will have 20 slides that will **automatically progress** every 20 seconds for a total of 6 minutes and 40 seconds per presenter.

Your presentation will have four parts—intro, pro, con, and conclusion and will be presented as **two** PechaKucha presentations **totaling 40 slides if you are a team or 30 if you are individual**. Here is an approximate breakdown for 40 slides.

Intro & Background🡪8slidesX20seconds=3 minutes, 20 seconds

Pro🡪14slidesX20seconds=3 minutes, 20 seconds

Con🡪14slidesX20seconds=3 minutes, 20 seconds

Conclusion🡪4slidesX20seconds=3 minutes, 20 seconds

Your total presentation time will be ~15 minutes including transitions between speakers. Additionally, each team will be allotted a 5-minute question and answer period after their presentation for a total amount of time of ~20 minutes start to finish per team.

We will present and discuss several examples of excellent PechaKucha presentations during class. Here are a few tips to keep in mind:

1. Most PechaKucha slides do not include any text. If including text, less is more.
2. Because PechaKucha slides progress automatically, you must know your presentation in and out. PechaKuchas must be rehearsed and practiced many times before the conference.
3. We also recommend writing a presentation “script,” not so that you will read it to your audience (reading to your audience will lose their attention), but so that you can begin to memorize your presentation and know your information in and out.
4. It is OK to have notes, or your script in front of you when you present so that you stay on track (just don’t read it to us word for word).

Note: There are two due dates for your presentation. Each presentation will be peer reviewed before the conference. The aim is to improve both your presentations and your final scores by getting solid feedback and practice in advance.

## Senior Seminar Presentation Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Scoring Criteria** | **Total Points** | **Score** |
| **Preparation**  **(7 points)** | Information is presented in a clear and logical sequence. It is clear that students are well prepared. | 3.5 |  |
| It is clear that the presenters have practiced together, as transitions between speakers are smooth. | 3.5 |  |
| **Delivery & Appearance**  **(13 points)** | Speakers maintain good eye contact with the audience and are appropriately animated (e.g., gestures, moving around, not leaning on podium, clear, audible voice, etc.). | 5 |  |
| Delivery is poised, controlled, and smooth. While speakers may use a script, they engage the audience and do not read it directly. | 5 |  |
| Students are dressed professionally and handle the entire presentation and questions appropriately and professionally. | 3 |  |
| **Introduction of Topic**  **(10 points)** | Introduction is interesting and attention-getting. | 2 |  |
| Introduction contains accurate and thorough background information. Technical/Key terms and ideas are well-defined and discussed. | 3 |  |
| Introduction clearly establishes a need/rationale for the research topic. Why, as PRM professionals, should we care about your issue? Need is backed up by research. | 3 |  |
| Introduction gives a clear and succinct overview of the topic, and establishes a framework for the rest of the presentation. | 2 |  |
| **Pro Stance**  **(20 points)** | Pro stance begins with a clear and succinct overview of the major points (arguments) that will be made. | 2.5 |  |
| Argument #1: Information, findings, arguments, and supporting evidence are presented clearly and logically with adequate research. It is easy for the audience to follow the line of thinking. Argument is well-developed. | 5 |  |
| Argument #2: Information, findings, arguments, and supporting evidence are presented clearly and logically with adequate research. It is easy for the audience to follow the line of thinking. Argument is well-developed. | 5 |  |
| Argument #3: Information, findings, arguments, and supporting evidence are presented clearly and logically with adequate research. It is easy for the audience to follow the line of thinking. Argument is well-developed. | 5 |  |
| Pro stance ends with a clear and succinct summary of the main points (to remind the audience of the main arguments) and a transition to the next presenter. | 2.5 |  |
| **Con Stance**  **(20 points)** | Con Stance begins with a clear and succinct overview of the major points (arguments) that will be made. | 2.5 |  |
| Argument #1: Information, findings, arguments, and supporting evidence are presented clearly and logically with adequate research. It is easy for the audience to follow the line of thinking. Argument is well-developed. | 5 |  |
| Argument #2: Information, findings, arguments, and supporting evidence are presented clearly and logically with adequate research. It is easy for the audience to follow the line of thinking. Argument is well-developed. | 5 |  |
| Argument #3: Information, findings, arguments, and supporting evidence are presented clearly and logically with adequate research. It is easy for the audience to follow the line of thinking. Argument is well-developed. | 5 |  |
| Con stance ends with a clear and succinct summary of the main points (to remind the audience of the main arguments) and a transition to the next presenter. | 2.5 |  |
| **Conclusion**  **(10 points)** | Conclusion offers a clear and concise summary of the pro and con stances. | 5 |  |
| Students clearly and convincingly draw parallels between the research presented in the pro/con and the implications of that research for the PRM field. Students address the following questions: What does your research mean? What are the multiple implications of the new knowledge you have created? What are the societal, “real world” impacts, as related to PRM in particular? | 3 |  |
| Includes a final “big woo” argument (opinion OK here). What do you want the audience to leave thinking? | 2 |  |
| **Powerpoint/Use of Technology**  **(10 points)** | Slides progress automatically, on a 20X20 rotation. Transition between PechaKuchas is rehearsed and smooth. | 3 |  |
| Visual aids are well prepared, informative, effective, and not distracting. | 4 |  |
| Visual aids are not text-heavy, but include informative images and figures. The slide themes are consistent throughout the presentation (the presentation looks like one presentation rather than 4 separate PechaKuchas) | 3 |  |
| **Time Frame**  **(5)** | Length of presentation is within the assigned time limits. | 5 |  |
| **References**  **(5)** | Ideas presented within the presentation are properly credited to their source (on a slide and verbally). | 5 |  |
| **Score** | **Total Points** | **100** |  |

**Note: All presenters will receive the same grade, so it is important to make sure that all presenters are well prepared, knowledgeable, and have practiced.**

# Conference Duties and Planning Teams

(25 points)

In order to successfully plan for and implement a one-day conference of this nature, students will be placed in conference planning teams that address all of the various logistics and details that need to be covered – prior to, during, and after the conference event on Friday, November 30th. The plan is to let students’ self-select team assignments according to individual interests, strengths, and team needs. A peer evaluation process will be utilized to assess student performance during this phase of the class. This assessment is worth up to 25 points and will be administered at the end conclusion of the course. The following is a suggested list of potential planning teams – the class is welcome to make adjustments or additions, as necessary:

Team #1: Abstracts/Bios🡪 Compile and edit all abstracts and bios

Team#2: Marketing and Promotions🡪 Come up with and implement a marketing plan to publicize the event around campus.

Team #3: Technology🡪 Set up, oversight, and tear down of computers, projectors, screens, etc. Help each presenter transition smoothly.

Team #4: Food/Refreshments🡪 Plan food and refreshments for the event within a budget. Set up and take down the food at the event.

Team #5: Conference Packets including Abstracts, Bios, Conference Schedule, Keynote Speaker information/Bio

Team #6: Scheduling🡪 Work with all presenters to create a conference schedule, perhaps presenters can be teamed around themes?

Team #7: MC/Announcer (1 per room)

Team #8: Time keepers (1 per room)

Team #9: Evaluations🡪Student presentations for viewers and all-conference

Team #10: Keynote Speaker🡪 Procure the keynote speaker, attend to her/him on the event day, write a thank you note after the event

Team #11: Overall Conference Coordinator

**Discussion Leader**

**(50 points)**

In pairs, students will lead a 30-minute discussion on our reading for the week. I am looking for excellent team facilitation skills and participation by all team members, i.e., one person should not lead the entire discussion while other team members look on. Give this phase of the assignment some thought in terms of drawing your peers into a meaningful conversation. As part of this assignment, each team will turn in an “interview guide” outlining how they plan to facilitate the discussion including thought provoking and follow-up questions to stimulate discussion. The complete interview guide is due to the instructor as a hard copy the day of the facilitation, handouts to classmates (19 copies) are also due the day of the facilitation. Do your classmates a favor by coming to class ready to participate. Additionally, I expect active participation from the audience. The team leading the discussion will appreciate input and the instructor will note un-interested and disengaged students.

While I don’t want to box you in with the interview guide (I want room for flexibility and creativity), there are a few requirements:

1. Your names
2. Title of the reading & author names
3. Some sort of summary of key points/ideas/key terms/definitions/clarifying confusing points
4. Some sort of application of the article to PRM
5. A list of discussion thought-provoking question prompts to spark discussion surrounding your topic (at least 8)
6. At least one outside source your group used to help you understand this article. Think educational resources… (article, video, TED Talk, fact sheet, artwork)…an “if you want to know more…” section of sorts.

# Discussion Leader Rubric

Reading discussions will led by the various senior seminar teams. Teams are responsible for reading and becoming familiar with the content of the chapters/articles they have been assigned to cover. Each team will provide an overview and synopsis of their respective chapter, as well as lead the rest of the class in a facilitated discussion. **This assignment is worth 50 points**.

* Preparation: Is it obvious that the students invested some time and energy into this assignment or do things seem to be thrown together at the last minute?
* Interview Guide: Was the interview guide complete, thorough, organized and easy to follow? (Did the group achieve a logical flow - did there appear to be informational gaps?)
* Time: Did the discussion last between 30 and 40 minutes? (Thirty minutes is the minimum length for this assignment)
* Knowledge: Did the students know their material? Did they make appropriate connections with PRM?
* Facilitation: Was the discussion facilitated well? (Were topical issues and questions prepared in advance, i.e., use of an interview guide? Were people probed for more information and was the conversation re-directed when appropriate?)
* Engagement of Peers: Were the student leaders successful at drawing their peers into a meaningful and interesting conversation?

(**Note**: each bullet point is worth roughly 8 points)

Student Name:

Student Name:

Student Name:

Grade: