

Finding Our Way Out of Global Catastrophe – Presentation or Blog Assignment

Stephanie Medley-Rath

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SUGGESTED CITATION

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<https://trails.asanet.org/article/view/4046>.

Abstract

Finding Our Way Out of Global Catastrophe is a semester-long project where students will show mastery at meeting the learning objectives of Introduction to Sociology through in-class presentations. For online courses, students could create blog posts or do recorded presentations and discussion boards. This project is submitted in five parts and may be assigned as an individual or group assignment. The project focuses on some of the most pressing issues of our time: Covid-19, Racial Justice, and the Climate Crisis.

Details

Subject Areas: Introduction to Sociology/Social Problems

Resource Types: Assignment

Class Levels: College 100

Class Sizes: Medium, Small

Usage Notes

Detailed Usage Notes are found at the beginning of the Instructions for this assignment and include reflection on the major components of the assignment.

Estimated Time:

In-person courses – A minimum of four class periods for in-person presentations

The assignment works in 16-week and shorter semesters

For online, group projects – One week should be reserved for each submission

Institutional Context:

Students are a mix of sociology majors and nonmajors. Enrollments typically include students from nursing, education, and a few other majors. Online sections are capped at 25 and in-person sections are capped at 39.

Learning Goals and Assessments

LEARNING GOALS

Goal 1: Apply sociological theories to understand social phenomena. Goal 2: Critically evaluate explanations of human behavior and social phenomena. Goal 3: Apply scientific principles to understand the social world. Goal 4: Evaluate the quality of social scientific methods and data. Goal 5: Rigorously analyze social scientific data. Note: Learning Goals from Ferguson, Susan J. 2016. "The Center Does Hold: The Sociological Literacy Framework." *Teaching Sociology* 44(3):163-76. <https://doi.org/10.1177/0092055X16651478>

ASSESSMENTS

Students will give four presentations or blog posts and create one survey.

Resource Files

DOCX

DOCX

TECHNIQUE

Finding Our Way Out of Global Catastrophe – Presentation or Blog Assignment

AS USED BY

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COURSES

Introduction to Sociology

ABSTRACT

Finding Our Way Out of Global Catastrophe is a semester-long project where students will show mastery at meeting the learning objectives of Introduction to Sociology through in-class presentations. For online courses, students could create blog posts or do recorded presentations and discussion boards. This project is submitted in five parts and may be assigned as an individual or group assignment. The project focuses on some of the most pressing issues of our time: Covid-19, Racial Justice, and the Climate Crisis.

LEARNING GOALS

The Learning Goals come directly from the Sociology Literacy Framework.¹

1. Goal 1: Apply sociological theories to understand social phenomena.
2. Goal 2: Critically evaluate explanations of human behavior and social phenomena.
3. Goal 3: Apply scientific principles to understand the social world.
4. Goal 4: Evaluate the quality of social scientific methods and data.
5. Goal 5: Rigorously analyze social scientific data.
6. Goal 6: Use sociological knowledge to inform policy debates and promote public understanding.

GOALS ASSESSMENT

- Students will give four presentations or blog posts and create one survey.

¹ Learning Outcomes from Ferguson, Susan J. 2016. “The Center Does Hold: The Sociological Literacy Framework.” *Teaching Sociology* 44(3):163-76.
<https://doi.org/10.1177/0092055X16651478>

ESTIMATED TIME

- In-person courses – A minimum of four class periods for in-person presentations
- The assignment works in 16-week and shorter semesters
- For online, group projects – One week should be reserved for each submission

INSTITUTIONAL CONTEXT

Students are a mix of sociology majors and nonmajors. Enrollments typically include students from nursing, education, and a few other majors. Online sections are capped at 25 and in-person sections are capped at 39.

REFLECTION

I introduced this assignment Fall 2020 as means of helping students connect course material to the major issues of our time: Covid-19 and racial justice (and added the climate crisis during Spring 2022)

The original iteration was in online sections using blogs. Students were required to work in groups and complete the assignment as a series of blog posts. Indiana University provides access to Edu Blogs, which is what we used in the course. Despite tools that allow support students working asynchronously, they struggle with groups in online courses. For the online course, I devoted a week of class to each blog. The idea was that students could write their posts, and read and comment on each other's posts during this week. I did not include additional assignments. This strategy was also a means of reducing other content as a response to the challenges of learning during a pandemic. I added back some content for the in-person presentation version of the assignment.

In Spring 2022, I taught in-person again. Enrollment had declined and I saw that I would only have 14 students. I decided to do in-person presentations instead of the blog and encourage students to work with a partner. I gave them the option to work alone or with a partner and all worked with a partner. For larger enrollment, I might combine the first two presentations and the last two presentations to conserve class time. Or, students could be asked to submit short writing assignments for part of the project and then give a presentation that addresses their whole project. There are numerous ways to have students do the project, but what matters is that they do not do it all at once and they share it with their classmates in some capacity. The quality of projects appeared stronger when students gave presentations as opposed to writing blog posts. However, the conditions of learning during a pandemic also improved during this time and enrollment declined. It is possible that academically stronger students were enrolled during the most recent iteration compared to earlier semesters.

The in-person assignment includes a section about Disruptions (related to Covid-19). Covid-19 was a minor problem for my students. Instead, they had other health issues, car accidents, and other challenges. Giving students alternatives to the in-class presentation when needed helped students succeed. Most students gave their presentations during class, but some had to record their presentations.

I did not specify time limits for the presentations. I wanted to see what students could do. Most presentations were 5-8 minutes, which is longer than I would have required. I was able to be flexible because enrollment was low. In the future, I would require presentations to be 3-5 minutes. If I combined presentations into fewer presentations, then I would expect them to be 7-10 minutes. The timing depends on the size of your class and how much time you can devote to in-class presentations.

I recommend using the assignment over the course of a semester or quarter. I do not recommend using this assignment in terms that are less than eight weeks because there will not be enough time to collect and analyze data.

This assignment is adaptable to higher-enrolled sections, but this is dependent on how much other assigned work you give students and whether you have teaching assistants or graders.

Notes for Instructors

These notes should be considered after you have reviewed the assignment instructions.

Presentation/Blog Post #1: I listed every theory or framework that I either cover in class or could be found in their textbook.

Presentation/Blog Post #2: Some students can find peer-reviewed sources and others struggle. If time permits, instructors could require students to submit their sources for approval before they complete Presentation #2.

Data Collection #1: The students at my institution (and in my courses) are mostly White women under age 25. If your student body is not very diverse, make sure your students make sociodemographic questions optional and explain why they need to be optional. I did not ask students to collect a minimum number of surveys (beyond the number of students in our class). But, adding a minimum requirement that is larger than your class could also help protect student identities. However, I did not want my students asking my colleagues to distribute the surveys creating additional work for them either. I share the surveys with students in my other courses to help increase response rates. I do not require or expect students to distribute their surveys on their social media. They do not all use social media (really) and they may not want to mix school with their social media. I suggest sharing on social media, but do not expect or require it. Most students end up with between 10-40 responses. They are very good at recognizing the limitations of their small samples.

For the blog-model, students were expected to prepare a blog post sharing a link to their survey.

Please consult your IRB to determine if IRB approval is required at your institution before having students collect data.

Presentation/Blog Post #3: I required students to create at least one data visualization. They can do this using Google Sheets or Slides or Microsoft Excel. I did not provide additional instruction. I encouraged students to figure this out for themselves.

Presentation/Blog Post #4: Students had the most difficulty suggesting policy. Most reverted to individual choices (e.g., eat leftovers to reduce food waste) or the need to just educate people on an issue. Students need more examples of policy in the course to do Presentation #4. In the future, I plan to assign a reading that includes multiple examples of policies to address social issues. I will likely use this article:

Swenson, Haley and Rebecca Gale. 2022. "The State of U.S. Mothers in 2022: A Fact Sheet." *New America*, May 3. <https://www.newamerica.org/better-life-lab/blog/the-state-of-us-mothers-in-2022/>

Grading/Feedback: I graded presentations and blogs as complete/incomplete. Most students achieved completion on their first submission. I gave specific feedback so that students could address any issues in their next presentation or blog post. In general, incompletes were reserved for truly incomplete assignments. That is, they did not address something they were expected to address in their presentation or blog post.

Topic Choices: I require students to prioritize topics of interest for two reasons. First, I want to group students interested in similar topics. Second, I want to be sure that there are students doing work on each of the major topical areas. Third, I want students to be able to opt-out of topics if they are too painful for them to research. I collect this information using a Google Form that is included as an additional file with this assignment.

I included an Other option under all three major topics, but no students have suggested other topics. I find that students pick topics they either already know something about or topics they know very little about (e.g., food waste, DACA).

I asked for feedback from students, and they asked to also have a category about gender. Gender is an option under Covid-19 and Racial Justice, but it may be worth adding a fourth major category (or even replacing the Covid-19 category with gender (and sexuality)). I review the subtopics each semester to see what should stay and what should go. New issues emerge and should be addressed and some issues become dated rather quickly. The next time I use this assignment, I will either add a fourth major category or work towards adding more topics related to gender and sexuality under the existing major categories.

THUMBNAIL IMAGE

Wikimedia Commons: <https://commons.wikimedia>.

Finding Our Way Out of Global Catastrophe

Instructions for In-Class Presentations

Dr. Stephanie Medley-Rath
Indiana University Kokomo
SOC-S 100

Finding Our Way Out of Global Catastrophe is a semester-long project where you will show mastery at meeting the learning objectives of Introduction to Sociology through in-class presentations.

The learning objectives for the course and the assignment are:²

SLF 01: Apply sociological theories to understand social phenomena.
1. Choose a sociological theory or framework
2. Explain how your chosen theory or framework helps us understand your topic
SLF 02: Critically evaluate explanations of human behavior and social phenomena.
3. Locate two-peer reviewed sources about your topic
4. Summarize what is known about your topic according to your two sources
SLF 03: Apply scientific principles to understand the social world.
5. Construct a survey about your topic based on what you learned about your topic from your sources
SLF 04: Evaluate the quality of social scientific methods and data.
6. Report the demographics of your survey participants and how that may influence your results
7. Report your sample size and how that may influence your results
SLF 05: Rigorously analyze social scientific data.
8. Report the results of your survey
9. Prepare one data visualization based on your results
10. Explain what conclusions you can draw about your data
SLF 06: Use sociological knowledge to inform policy debates and promote public understanding.
11. Recommend social policy that could address the issues related to your topic
12. Explain how your literature review, survey results, or both support your policy recommendation.

Finding Our Way Out of Global Catastrophe asks you to answer the question:
How can we use sociology to understand the global catastrophe we are experiencing and find our way out of it?

Project Overview

Each student will prepare four short presentations (3-5 minutes) and moderate any questions about their presentation. Each presentation will reflect at least one of the learning outcomes for this course. You may use Google Slides or PowerPoint for your presentation. You will also design a survey and collect data as part of your project. For topic selection, you will complete this [form](#) (or scan the QR code!).

² Learning Outcomes from Ferguson, Susan J. 2016. “The Center Does Hold: The Sociological Literacy Framework.” *Teaching Sociology* 44(3):163-76.
<https://doi.org/10.1177/0092055X16651478>



Participation

All students are expected to attend their classmate's presentations. Audience members are expected to ask questions and the presenters are expected to answer these questions.

Due Dates

Due Dates are listed in the Course Schedule.

Disruptions

In the event I have to cancel class or you have to miss due to all of the things (Covid, quarantining, funerals, etc., etc.):

- If a Presentation is due, and
 - You are unable to attend class, then record your portion for your group to share during their presentation time
 - Your whole group is unable to attend class, then record your presentation and upload it to the Discussion Forum in Canvas. I will share your presentation during class time
 - I have canceled class, then record your group's presentation and upload it to the Discussion Forum in Canvas. All students are expected to watch the recordings and ask questions of the presenters
- If the Presentation or Data Collection are not due, then it is a work week for your project.
 - If you or your group are unable to attend class, then you are expected to check in with each other.
 - If I have canceled class, then your group should plan to work together on the project during normal class time (via Zoom or in-person depending on your comfort level).
- If you are unable to complete any project work due to the severity of symptoms (for example), please touch base with me or a member of your group. We will make plans for you/your group to complete the work once you are better.

Presentation #1: Apply sociological theories to understand social phenomena.

For your first presentation, you should introduce your topic and describe how a sociological theory or framework can be used to understand your topic. You can choose from any of the frameworks discussed in your assigned readings or videos for this class:

- Macro, meso, and micro sociology
- Structural functionalism

- Conflict theory
- Symbolic interactionism
- Sociological imagination
- Social construction of reality
- Intersectionality

Presentation #2: Critically evaluate explanations of human behavior and social phenomena.

For your second presentation, you will conduct a brief literature review of at least two peer-reviewed sources. Your literature review will help you (and your audience) understand what is already known about your topic.

You may have to look outside of your topic for insight - check the #coronavirussyllabus (<https://bit.ly/30Ocd0k>) or the Anti-Racism Resources (bit.ly/ANTIRACISMRESOURCES) for ideas of topics that are related. For example, schools have been closed before during the H1N1 pandemic in 2009, flu and polio outbreaks, and during the 1918 Spanish Flu pandemic. Schools have also been closed due to natural disasters, like Hurricane Katrina. You can look for similar cases to help understand your topic.

You may also use legitimate news sources and official sources (e.g., CDC, WHO, PEW, Johns Hopkins Coronavirus map) **in addition to your two peer-reviewed sources** for this presentation. Using these kinds of sources can help you demonstrate the scope of the issue (e.g., how many people are affected).

Keep your focus on **sociological explanations** for your topic. Start with the Sociological Abstracts (<https://iuk.libguides.com/soc/start>) database from our library. I've created a video that shows you how to locate peer-reviewed sources using Sociological Abstracts (<https://youtu.be/8sadRjyon1s>) (11:51).

Data Collection #1: Apply scientific principles to understand the social world.

Collect some data about your topic. You can use Google Forms (<https://www.google.com/forms/about/>) to create your own short survey. You could ask people about their personal experience with your topic or their attitudes about your topic. For example, if your topic is police brutality, you might ask if the person has ever had a negative experience with the police or if they personally know a police officer.

Be sure to ask your participants their race, gender, age, and social class, and any other sociodemographic variable that you think (and your literature review suggests) might be relevant to your topic. However, sociodemographic questions must be set so that they are optional and not required. Most students taking your survey are going to be White women under the age of 25. Therefore, if you require participants to answer these questions, you could inadvertently expose a classmate's identity.

Do not ask your participants their names. Only ask people who are 18-years or older to participate.

I recommend making most of your questions multiple choice (with one choice possible, or multiple choices possible) and limit the number of open-ended questions you ask.

Aim for about 10 questions, but you might have fewer or more.

You should submit your link to your survey on Canvas under Assignments. I will compile all the links to share with the class. Everyone is expected to participate in their classmate's surveys.

Presentation #3: Evaluate the quality of social scientific methods and data. AND Rigorously analyze social scientific data.

Compare your results with what you learned from your literature review (i.e., from Presentation #2). Describe the data you collected. Analyze the data based on race, class, gender, and other sociodemographic variables. What conclusions can you draw about your topic from the data that you collected? Evaluate the quality of your data. How good do you think your data is? Explain. For your presentation, include at least one data visualization (figure, chart, or table).

Presentation #4: Use sociological knowledge to inform policy debates and promote public understanding.

Now is your chance to use what you have learned about your topic and sociology to suggest policy recommendations, and social solutions.

Think about Covid-19 and masks. Governments at the local, state, and federal levels resisted mask mandates and instead tried to encourage individuals to voluntarily choose to wear a mask (an individual solution). Not enough people voluntarily chose to wear a mask to stop the spread of Covid-19 in many parts of the country, which meant the government implemented mask mandates (a policy and social solution).

You might look at the websites of existing social movement organizations to see what policies they recommend. But don't just borrow their ideas without elaboration. Why do you support their idea? What would you change? How could you help push their idea forward? Be sure to include references if you borrow your ideas from someone else.

Grading/Feedback

Each presentation will be marked as:

- Complete or satisfactory
- Incomplete or unsatisfactory

If your presentation is marked incomplete, you are expected to revise. For a presentation, you may need to:

- Revise your slides (if used) to address the areas in need of improvement
- A presentation do-over (this could be a complete do-over or a partial do-over)
 - Present a revised presentation to the class

- Record a revised presentation just for me
- A written response to the feedback addressing the areas in need of improvement

I will recommend what type of steps need to be taken to reach completion in your feedback.

Topic Choices

Covid-19	Racial Justice	Climate Change
<ul style="list-style-type: none"> ● Remote learning and school closures ● Social distancing ● Unemployment ● Hunger/food insecurity ● Protests to reopen, against masks/vaccines ● Masks (public health campaigns, government mandates) ● Lockdown ● Impact on women ● Impact on Indigenous, Black, Latinx, and Asian people ● How do we care for the aged and infirm? ● Evictions ● Third spaces (small businesses: bars, coffee shops, salons, manicurists) ● Sports and entertainment ● Rituals and ceremonies (high school graduations, weddings, funerals, milestone birthdays) ● Essential workers ● Childcare and gender ● Vaccine distribution, requirements, or both ● Remote work ● Global inequality ● Supply chain disruption ● Other 	<ul style="list-style-type: none"> ● Policing ● BLM Protests (US/globe) ● Removal of Confederate monuments ● #SayHerName ● Mascot changes, band name changes ● Diverse curriculums ● Mass incarceration ● Safe drinking water (Flint, Michigan) ● Family separation policy/practice ● Voting rights ● Covid-19 disproportionate impact on Black, Latinx, and Indigenous people ● Dakota Access Pipeline ● DACA (Dreamers) ● Covid-19 and migrant workers ● Anti-Asian hate and violence ● Book banning/censoring curriculum ● Critical race theory ● School discipline/tracking - reinforcement of racial inequality ● Indian Child Welfare Act and adoption ● Race and artificial intelligence ● Decolonization ● Other 	<ul style="list-style-type: none"> ● Climate refugees ● Climate strikes ● US megadrought (southwest) ● Fast fashion ● Environmental racism ● Food waste ● Plastic pollution ● Food and water insecurity ● Sustainability ● Safe drinking water (Flint, Michigan) ● Rebuilding after hurricanes, forest fires, tornadoes, etc. ● Environmental disaster prevention ● 2021 Texas snowstorm/freeze and climate change ● Renewable resources ● Consumption ● Climate change denial ● Social consequences of climate change ● Black Summer (19-20 Australia Bushfire season) ● 2020 hurricanes in Honduras ● Heat waves ● Diet and climate ● Carbon tax/footprint ● Social movements ● #FridaysForFuture ● Other

Finding Our Way Out of Global Catastrophe

Instructional Modifications for Blogs

Dr. Stephanie Medley-Rath
Indiana University Kokomo
SOC-S 100

Blog Post Content

Each group will prepare five blog posts and moderate the discussion on their blog about their topic. Each post will reflect at least one of the learning outcomes for this course. Please label each post clearly so that readers know which blogging week it is and what your overall topic is.

The Blog

I will create one blog for the class. We will use Edublogs (<https://kb.iu.edu/d/blog>), which are available through IU.

Privacy and Personalization: You can switch to a nickname for more anonymity so that your IU username is not displayed on the blog. Be sure to switch your display name to display the nickname.

Add a profile picture. This can be an avatar and not an actual photo of you. Your choice. You can create an avatar at <https://avatarmaker.com/>.

The blogs are for use in this class by students enrolled in the course. Group members need to agree on whether they want to share their blog posts outside of the class. Individual students may share their blog on a resume or graduate school application as an example of their work. If you want to share the link to another group's blog, you need to ask for permission in the comments first.

Blog Format

Each group will post five blog posts reflecting specific aspects of the assignment described in the Blog Post Content section. If you are in a group, you will only have one post for each blogging week.

There is no word count minimum for your posts. Your posts can conform to the conventions of blogging. You can use bulleted lists, short paragraphs, or lengthier narratives. Your posts may incorporate text, images, video, or audio elements.

Images should be free to use and cited appropriately. For instruction on locating free-to-use images, watch:

- [What are Creative Commons Licenses?](#) (1:57)
- [How to Find Royalty-Free, Copyright-Safe Photos on Google](#) (1:27)

You may create your own video or audio, or embed or link to relevant video or audio. Be sure to explain how the video or audio is relevant to your topic.

If you create video or audio, remember to keep it brief: 3-8 minutes is more than enough before people tune out. You should create transcriptions for any audio or video that you share on your blog. Get in the habit of providing transcriptions of audio and videos. Transcriptions help make audio and video accessible to more people.

Audio Transcription: You can sign up for a free <https://otter.ai/login> account to transcribe audio. You upload your audio file and it will produce a transcript. You can then upload a copy of the transcript to your blog post.

Video Transcription: I recommend uploading any videos to YouTube and sharing your videos that way. YouTube will generate a transcript. You can have the video be unlisted so that only people with the link can view it. You can use the YouTube embed code to add it to your blog post.

Participation and Schedule

All students are expected to read their classmate’s blog posts and comment on most of blogs during Blogging Weeks. Comments should do more than just say “good job” or “I agree.” Connect the blog post to course material. Extend the conversation. Ask a question. Each student should comment on at least four different blogs for each Blogging Week.

The authors of the blog post are expected to moderate the discussion on their blog. The blog post authors can answer their readers’ questions and ask follow-up questions. The blog post authors should seek out additional information to answer readers’ questions. Inappropriate posts should be brought to my attention.

Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
New week		Blog post due by 11:59 pm	Read, comment, and moderate the class blogs			Wrap-up the conversation on the blogs

Finding Our Way Out of Global Catastrophe

Rubrics

Dr. Stephanie Medley-Rath
Indiana University Kokomo
SOC-S 100

NOTE: I grade as complete/incomplete on this assignment. Students are allowed to submit revisions for anything marked as incomplete with these options:

- Revise your slides (if used) to address the areas in need of improvement
- A presentation do-over (this could be a complete do-over or a partial do-over)
 - Present a revised presentation to the class
 - Record a revised presentation just for me
- A written response to the feedback addressing the areas in need of improvement

I rarely needed to ask for a revision. In the cases I did, I asked for a video presentation of the portion of the presentation that needed to be revised.

Presentation #1

Criteria	Ratings	Pts		
Topic Introduction to your topic. What is your topic? Why should we care? What's interesting about your topic?	<table border="1"><tr><td data-bbox="1335 310 1524 451">2.5 pts Satisfactory</td><td data-bbox="1524 310 1745 451">0 pts Unsatisfactory</td></tr></table>	2.5 pts Satisfactory	0 pts Unsatisfactory	2.5 pts
2.5 pts Satisfactory	0 pts Unsatisfactory			
Framework or Theory What theory are you using? Did you explain your theory?	<table border="1"><tr><td data-bbox="1335 505 1524 646">2.5 pts Satisfactory</td><td data-bbox="1524 505 1745 646">0 pts Unsatisfactory</td></tr></table>	2.5 pts Satisfactory	0 pts Unsatisfactory	2.5 pts
2.5 pts Satisfactory	0 pts Unsatisfactory			
Application How does your theory or framework help us understand or explain your topic?	<table border="1"><tr><td data-bbox="1335 672 1524 813">2.5 pts Satisfactory</td><td data-bbox="1524 672 1745 813">0 pts Unsatisfactory</td></tr></table>	2.5 pts Satisfactory	0 pts Unsatisfactory	2.5 pts
2.5 pts Satisfactory	0 pts Unsatisfactory			
Overall The presentation was organized and logical. The group was prepared. The group was either right on time (3-5 minutes) or close to time.	<table border="1"><tr><td data-bbox="1335 839 1524 980">2.5 pts Satisfactory</td><td data-bbox="1524 839 1745 980">0 pts Unsatisfactory</td></tr></table>	2.5 pts Satisfactory	0 pts Unsatisfactory	2.5 pts
2.5 pts Satisfactory	0 pts Unsatisfactory			
Total Points: 10				

Presentation #2

Criteria	Ratings		Pts
<p>Introduction Remind us about your topic</p>	<p>2 pts Satisfactory</p>	<p>0 pts Unsatisfactory</p>	2 pts
<p>Source 1 Tell us what you learned about your topic from your first peer-reviewed source.</p>	<p>2 pts Satisfactory</p>	<p>0 pts Unsatisfactory</p>	2 pts
<p>Source 2 Tell us what you learned about your topic from your second peer-reviewed source.</p>	<p>2 pts Satisfactory</p>	<p>0 pts Unsatisfactory</p>	2 pts
<p>Overall The presentation was organized and logical. The group was prepared. The group was either right on time (3-5 minutes) or close to time.</p>	<p>2 pts Satisfactory</p>	<p>0 pts Unsatisfactory</p>	2 pts
<p>Conclusion Tell us what you know now about your topic after reading two peer-reviewed articles.</p>	<p>2 pts Satisfactory</p>	<p>0 pts Unsatisfactory</p>	2 pts
<p>Total Points: 10</p>			

Data Collection #1

Criteria	Ratings	Pts		
Introduction Survey has about 10 questions	<table border="1"> <tr> <td align="center">2.5 pts Satisfactory</td> <td align="center">0 pts Unsatisfactory</td> </tr> </table>	2.5 pts Satisfactory	0 pts Unsatisfactory	2.5 pts
2.5 pts Satisfactory	0 pts Unsatisfactory			
Demographic Questions Some questions relate to participant demographics	<table border="1"> <tr> <td align="center">2.5 pts Satisfactory</td> <td align="center">0 pts Unsatisfactory</td> </tr> </table>	2.5 pts Satisfactory	0 pts Unsatisfactory	2.5 pts
2.5 pts Satisfactory	0 pts Unsatisfactory			
Topic Questions Some questions relate to your topic	<table border="1"> <tr> <td align="center">2.5 pts Satisfactory</td> <td align="center">0 pts Unsatisfactory</td> </tr> </table>	2.5 pts Satisfactory	0 pts Unsatisfactory	2.5 pts
2.5 pts Satisfactory	0 pts Unsatisfactory			
Ethics Questions follow ethical guidelines (they do not ask questions that could identify the participant)	<table border="1"> <tr> <td align="center">2.5 pts Satisfactory</td> <td align="center">0 pts Unsatisfactory</td> </tr> </table>	2.5 pts Satisfactory	0 pts Unsatisfactory	2.5 pts
2.5 pts Satisfactory	0 pts Unsatisfactory			
Total Points: 10				

Presentation #3			
Criteria	Ratings		Pts
Compare literature review with your results Compare your results with what you learned from your literature review (i.e., from Presentation #2).	2 pts Satisfactory	0 pts Unsatisfactory	2 pts
The data Describe the data you collected. Analyze the data based on race, class, gender, and other sociodemographic variables.	2 pts Satisfactory	0 pts Unsatisfactory	2 pts
Conclusions What conclusions can you draw about your topic from the data that you collected?	2 pts Satisfactory	0 pts Unsatisfactory	2 pts
Data quality evaluation Evaluate the quality of your data. How good do you think your data is? Explain.	2 pts Satisfactory	0 pts Unsatisfactory	2 pts
Data visualization For your presentation, include at least one data visualization (figure, chart, or table).	2 pts Satisfactory	0 pts Unsatisfactory	2 pts
Total Points: 10			

Presentation #4

Criteria	Ratings	Pts		
<p>Introduction Remind us about your topic</p>	<table border="1"> <tr> <td align="center">2.5 pts Satisfactory</td> <td align="center">0 pts Unsatisfactory</td> </tr> </table>	2.5 pts Satisfactory	0 pts Unsatisfactory	2.5 pts
2.5 pts Satisfactory	0 pts Unsatisfactory			
<p>Policy Idea Explain your policy recommendation.</p>	<table border="1"> <tr> <td align="center">2.5 pts Satisfactory</td> <td align="center">0 pts Unsatisfactory</td> </tr> </table>	2.5 pts Satisfactory	0 pts Unsatisfactory	2.5 pts
2.5 pts Satisfactory	0 pts Unsatisfactory			
<p>Rationale or Support Explain how your literature review, survey results, or both support your policy recommendation.</p>	<table border="1"> <tr> <td align="center">2.5 pts Satisfactory</td> <td align="center">0 pts Unsatisfactory</td> </tr> </table>	2.5 pts Satisfactory	0 pts Unsatisfactory	2.5 pts
2.5 pts Satisfactory	0 pts Unsatisfactory			
<p>Overall The presentation was organized and logical. The group was prepared. The group was either right on time (3-5 minutes) or close to time.</p>	<table border="1"> <tr> <td align="center">2.5 pts Satisfactory</td> <td align="center">0 pts Unsatisfactory</td> </tr> </table>	2.5 pts Satisfactory	0 pts Unsatisfactory	2.5 pts
2.5 pts Satisfactory	0 pts Unsatisfactory			
<p>Total Points: 10</p>				