Energy Resources
A Small Group Project for 2010-2011

Introduction

Keeping in mind that all of us (humans and non-humans) have the same problems: continued coexistence on an Earth with finite resources and a tendency of humans towards hyperconsumption, scientists and visionaries across the planet tell us that such a worldview leads to disaster and that decisions and behaviors in support of a sustainable future must be made by our generation. Planetary sustainability has three supporting pillars: environment – economics – society/culture. All three must be healthy and in balance if human civilization is to continue.

Managing energy resources are an important part of each of sustainability's three supporting pillars and we'll explore that in each course Unit. In this project, you will work in a small group to deeply explore a specific issue related to energy resources. Teams will have the opportunity to select a topic of interest from the list in this packet.

I will randomly set up groups of 5-7 students early in the semester and periodically provide some class time to meet and plan. Groups will then use resources in the Campus Library, Public Library and on the Internet as well as other readings to research their topic. Near the end of the semester, each group will formally submit a Research Summary (defined below), present their findings in a formal presentation and then entertain critique and discussion from the class. The focus of this project is problem solving and critical analysis within a sustainable context. Problem-solving can be defined as “thinking about and finding answers for a relatively clearly-defined situation for which there are one or more reasonable answers.” (www.aaahq.org/aecc/intent/glossary.htm)

This project is worth up to 50 points for each contributing member of each team.

As a result of your completing this project, I hope that you will have:

- developed greater time management skills
- learned how to resolve conflicts within your group
- developed a greater sense of responsibility for contributing to a group product
- learned a significant amount about our bioregion
- served as both a teacher and learner within your group
- made some new friends
Energy Resource Issues for Research and Presentation

Early in the semester, each group will choose a topic from the following list of energy-related issues of concern for their Small Group Project.

- Teams of 3-4 self-selected students may choose Project #8 before Picking Day because this project requires purchase of materials for the model.
- Team numbers will be pulled from a hat to determine order of choosing a topic, so it’s a good idea for each team to have a ranked list of preferences on Picking Day.
- Each team will choose one topic from these issues and address the questions raised.

1. **Solar Energy: Here Comes the Sun**
   A. How is solar radiation (heat & light) turned into other forms of energy (electricity & heat)?
   B. What are some examples of solar energy in use around the world today?
   C. What are the advantages and disadvantages of obtaining energy from the Sun?
   D. Describe the past, present and possible future roles of solar energy in Miami-Dade County

2. **Coal: Dirty Past or Clean Future?**
   A. Describe the various types of coal mining & burning technologies.
   B. Describe the process of carbon storage & sequestration and evaluate its costs and benefits.
   C. What are the advantages and disadvantages of all the forms of coal as an energy resource?
   D. Compare the advantages and disadvantages and make a recommendation to President Obama regarding coal use in the USA.

3. **The Nuclear Energy Debate**
   A. Describe how nuclear fission energy generates electricity (begin with obtaining uranium and end with charging your iPod)
   B. What are some examples of nuclear fission energy in use around the world today?
   C. What are the advantages and disadvantages of nuclear fission as an energy resource?
   D. Do the advantages outweigh the disadvantages? Explain your answers.

4. **Biofuels: Cows, Corn, Pond Scum, Cooking Oil and Assorted Other Players (choose any two)**
   A. Describe what constitutes the biofuels you’ve chosen: origins, composition, chemistry.
   B. How is each obtained and used? Give examples.
   C. What are the advantages and disadvantages of these biofuels as energy resources?
   D. What role (if any) could these two biofuels play in the US national energy strategy?

5. **Energy Strategies for the MDC Student**
   A. How do you use energy at home / for transportation now?
   B. What would a sustainable energy strategy / plan look like for your household (home, transportation)?
   C. What are the advantages of and challenges to becoming more sustainable in energy use?
   D. What is your role as a college student / family member in promoting / supporting sustainable energy use at home?
6. **Drill, Baby, Drill! Or Cap, Baby, Cap!**
   A. Describe the process of offshore drilling for petroleum in US territorial waters (from drilling the well to pumping the oil).
   B. Describe the process of refining petroleum (from crude oil to useful products).
   C. In light of recent developments in the Gulf of Mexico, evaluate the pros and cons of all aspects of offshore drilling.
   D. Make a recommendation to President Obama regarding offshore drilling in Florida waters.

7. **Energy Geopolitics in Modern Day Iran or North Korea**
   A. What are the current political issues surrounding energy issues between the USA and this nation?
   B. What is the history of this political / energy issue? Why is this important to the region/world?
   C. Compare and contrast the political stances of the USA and this nation re: energy resources.
   D. Make a recommendation to President Obama regarding dealing with this nation.

8. **An Energy / Water Efficient South Florida Home Model** (team of 3-4 students, self-selected)
   A. Construct a model 3 bedroom single-family home on 100' x 100' residential lot
   B. Must demonstrate principles of passive solar design in a South Florida context
   C. Must include photovoltaics, solar thermal systems and any other energy technologies deemed appropriate. (must describe the technology, pros/cons)
   D. $60,000 budget to retrofit and landscape an existing home (must include your detailed budget)
   E. Must include appropriate landscaping (describe plant list and detailed budget)
   F. Presentation must show an actual model of the home and lot (include floor plan) and explain the advantages, challenges and reasons for selecting the technologies you used.
   G. Presentation will feature the model (PowerPoint optional).
   H. Read the House Model Scoring Rubrics for other requirements. A separate Model Maker Rubric will be constructed and added to this file.

---

**Project Scoring (50 pts total)**

*all due dates are on your Course Calendar*

**A. Team Responsibilities’ Table (5 pts)**

Once teams have been created and topics selected, work will begin. Two weeks after the specific topic is selected, each team must email each other the Team Responsibilities Table (later in this document) that includes:

1. the topic they have selected
2. the team members’ names and their specific task(s): (Power Point designer, presenter, researcher, writer, etc). Everyone must have an identified primary task and will be evaluated on how well they carried out their duties.

Each team member will receive up to 5 points for this part of the project. The group's organizer must print one copy for me and email the table to the rest of the team. Late tables will be assessed a 1 point/person/day penalty. 5 days late? = 0 points for the team. Plan ahead accordingly.
B. The Research Summary (10 pts)

This is a short (4-6 pages plus one page of references) word-processed Research Summary briefly summarizing the group’s research on the topic that they have chosen. Write each of the four questions for each topic and follow with your response. You may insert images if you wish and use prose or a bulleted point outline. The Summary will be scored using the Research Summary Rubric at the end of this document.

Each team member will receive up to 10 points for this part of the project.

C. The Presentation (15 pts)

Near the end of the semester, each team’s two (2) presenters will give a 16-20 minute presentation that must include:

1. responses to topic questions #1-4 (based on the Research Summary),
2. a print copy of the presentation given to the me on the day of the presentation in 6 slides / page format (details under the Power Point Designer’s “job description” later in this document).
3. a copy of your Research Summary stapled securely to...
4. each of your teammates’ Individual Contributions’ Scoring Rubric.

Groups must use Power Point and may include posters or any other additional audio/video/visual media for their presentations. Video clips cannot replace presenter knowledge of the topic but can be used to enhance the presentation.

Each team member will receive up to 15 points for this part of the project.

D. Your Individual Contributions (15 pts)

In addition to the points each team member will receive for the Team Responsibilities Table (5 pts), Presentation (15 pts max) and the Research Summary (10 pts max), each individual student will receive up to 15 points (30% of the entire Project grade) for their individual contributions.

If you have several roles because of team size; I will average your scores from the two rubrics (ex. you are a Presenter and score 10/15 and a Writer scoring 12/15; your total would be 11/15 points). Please read the Scoring Rubrics at the end of this document to see how you will be graded. Work accordingly.

E. Your Teammates’ Evaluation of Your Contributions To The Team (5 pts)

Each team member will rate the contributions of each other teammate to the group project using the provided scale on the Team Contributions section of their own Individual Rubric.

IMPORTANT NOTES

1. Each student must print out their own specific Individual Scoring Rubric, complete the top section and turn it in with their team’s Research Summary and Power Point printout on Presentation Day to avoid losing points.

2. The Team “Organizer” must complete and print the Project Checklist on the last page of this document to turn in with all your group’s materials on the day of the presentation.
Team Roles

The following “job descriptions” are the primary responsibilities for each team member and include the details of what they are expected to create and turn in for grading. Keep in mind that for the team to be successful, all members are cooperating, collaborating and communicating with each other (practicing the 3 C’s) throughout the entire project.

For example, just because you may be one of the Presenters, you still should be researching your topic and passing information along to the appropriate team members.

“The Organizer” (1 student recommended)

- Necessary for the smooth functioning of every group; lowest scoring projects are often because of a lack of communication and coordination within the group.
- Collects individual contact information and prepares the Team Responsibilities Grid
- Schedules meetings and facilitates sharing of information within the team
- Completes the final checklist and makes sure all Rubrics, printouts, Summary are submitted as one packet on Presentation Day
- May be awarded points at my discretion if the work was exceptionally well-organized
Power Point designer(s) (2 students recommended)

- Collects the presentation content from the writers and images from the researchers
- Creates a Power Point presentation on the team’s topic
- Follows the following guidelines for the presentation
  - 16-20 minutes in length. Shorter or longer presentations will be penalized.
  - You must have a minimum of six (6) slides: (1) Title slide + (5) content slides [you’ll probably need more slides but watch your time limit of 20 minutes]
    - your choice of slide design
    - must include
      - at least 3 different slide layouts
      - at least 3 slides with images appropriate to the presentation: clip art, photos, graphs, charts, etc.
      - at least 1 functional hyperlink somewhere; can be to audio/video media but watch your time. Video limited to 1 @ 3 min max; cue in advance
    - use the same font size and style, tabs, case throughout for text body; titles may be different style / size from the text but should be consistent throughout the presentation. Headers should stand out and all text should be large enough to be readable from the last row in the classroom. Not sure? Ask!
      - footer must say: BSC 1050 / <Term> / page # on each slide
    - this Power Point is an outline for a story; it is not the story itself
      - no more than seven (7) lines of text per slide
        - bulleted points only
        - no sentences
  - Bring the presentation to class on your flash drive but email your presentation to yourself or burn it on a CD to bring with you in case of problems with your flash drive.
  - Print and bring a 6 slides/page handout in black-white to class on Presentation Day.
  - Power Point Resources on the Web that will help you create and deliver professional quality presentations
    - PowerPointTipsPCB.ppt (view this Power Point in the course Syllabus folder in class with your instructor)
    - http://ozpk.tripod.com/00PowerPoint
    - http://its.noctrl.edu/help/ms_office/power_point/pptips.shtml
    - http://www.cob.sjsu.edu/splane_m/PresentationTips.htm
  - Works closely with the presenters on timing and fine-tuning
  - Read the following rubric at the end of this document to see how you will be scored.
  - You must complete the top of this Rubric, print it out and bring it to class on Presentation Day.
    - Power Point Designer’s Individual Scoring Rubric (15 pts for each designer)

Model House Project Team

- The Power Point is optional; if you choose to include it, follow the above guidelines, including completing a Power Point Designer’s Individual Scoring Rubric (15 pts)
**Presenters** (2 students required)

- Work closely with the Power Point designer on presentation organization, flow and use of appropriate media
- Students must work collaboratively and practice extensively
- Give the oral presentation to the class
- **Presentation**
  - At the end of the semester, your team will give a 16-20 minute presentation that must include responses to the four questions of your topic. Shorter or longer presentations will be penalized.
  - Remember that your Power Point is an outline for a story; it is not the story itself. Be prepared to speak at length on your topic. Do not simply read the slides or your notes.
  - Read the following rubrics at the end of this document to see how you will be scored.
  - **You must complete the top of this Rubric, print it out and bring it to class on Presentation Day.**
    - *Presenters' Individual Scoring Rubric* (15 pts for each presenter)
    - *Presentation Scoring Rubric* (15 pts for the team)

**Model House Project Team**

- You must have at least one presenter who will complete and submit the
  - *Presenters' Individual Scoring Rubric* (15 pts for each presenter)
  - *Model Home Scoring Rubric* (15 pts for the team)
- Presentation guidelines are the same as for other topics

---

**Researchers** (2-3 students recommended)

- This is a key role on the team because the Summary and Presentation depend on factual information that clearly addresses the questions.
- Decide how to fairly divide the work between themselves. I suggest two questions each, but it’s your decision. Be sure to indicate which person researched which question on the Scoring Rubric.
- Collect relevant information on the project topic: text and images; full bibliographic information for each source.
- Prioritize and organize the information by importance
- Sends text information to the Writer and images to the Power Point designer(s)
- Provides content information to the presenters as requested
- Reads drafts and final copy of the Research Summary to make sure all questions are answered with the most important information.
- Read the following rubric at the end of this document to see how you will be scored.
- **You must complete the top of this Rubric, print it out and bring it to class on Presentation Day.**
  - *Researcher's Individual Scoring Rubric* (10 pts for each researcher)

**Model House Project Team**

- You must have at least one researcher who will complete and submit the
  - *Researcher's Individual Scoring Rubric* (15 pts for each presenter)
- Presentation guidelines are the same as for other topics
Writers (1-2 students)

- Collects the information from the researchers and
  - Edits it into a coherent Research Summary (see details below)
  - Works closely with the Power Point designer(s) to be sure the main points are covered
  - Provides the presenters with background and content material
- **NOTE:** if there are 2 writers on your team, you must collaborate closely so the Research Summary is one seamless document, not two separate pieces copied and pasted together. All quoted materials must be attributed to their source within the document. To not do so is plagiarism which can result in a significant loss of points to a complete “0” for all team members on the paper if extensive. Unsure about what to do? Ask!
- **Research Summary** (10 pts)
  - Based on your research, your group will complete a word-processed Research Summary - a short paper (4-6 pages plus one page of references) briefly summarizing the group's research on the topic that you have chosen.
  - This paper need not be a rhetorical or literary masterpiece (although it must be coherent, spell-checked and follow college standards of grammar and mechanics); an outline or organized list of notes that explains the key facts, statistics and figures, and provides references to all sources is sufficient.
  - **Write out each of your topic's four questions** and then answer them under each question. Not sure of what the question is asking? Ask me in class.
  - The Writer makes sure all the relevant information is included. Not sure what is relevant? Important? Talk with your Researchers.
  - There must be at least six sources of information. All references must be attributed within the paper.
  - Use MLA format for this Summary; go to [http://owl.english.purdue.edu/owl/resource/557/01/](http://owl.english.purdue.edu/owl/resource/557/01/) for guidelines.
  - This Summary will be scored by applying the **Research Summary Scoring Rubric** (10 pts for the team)
- Read the following rubrics at the end of this document to see how you will be scored. **You must complete the top of this Rubric, print it out and bring it to class on Presentation Day.**
  - **Writer's Individual Scoring Rubric** (15 pts for each writer)
  - **Research Summary Scoring Rubric** (10 pts for the team)

**Model House Project Team**

- You must have at least one person who will complete and submit the
  - **Writer Individual Scoring Rubric** (15 pts for each presenter)
  - **Research Summary Scoring Rubric** (10 pts for the team)

  - The Research Summary must include:
    - Budget for the house project ($60K max): supplies, materials, installation, permits, plans for all expenses
    - Rationale for each home feature (technology, passive design feature, landscaping)
    - You may include drawings (floor plan, elevation) of the home and site.
    - List of Resources
Resources

- Reading textbook chapters that relate to your topic should be the first thing you do once this project is announced.
- You may also wish to look through a collection of articles in the Reference Section of the Campus Library. Ask for the EnviroCARP notebook (a collection of environmental articles / essays). You may copy the articles you wish to use but the notebooks must remain in the Library.
- Additional Internet research on your group’s topic will also prove useful along with a visit to the Campus library for consultation with a Librarian.
- You may also wish to visit my Delicious.com website and check out the BSC1050-TSFE and Energy tagged-website at http://delicious.com/profmigliaccio.

Presentation Day Logistics & Instructor Directions

- On Presentation Day, presenters must arrive early and allow adequate time to set up. If you do not bring your presentation on a flash drive or CD and must download it from the Internet, allow enough time to do this. What’s your backup plan if the MDC network is down on Presentation Day? Think about this and plan accordingly. Teams whose presenters arrive after class begins will be assessed a 2 point late fee.
- To check computer – flash drive compatibility, I strongly suggest a trial run before the day of the presentation. Technical problems that result in your inability to present as scheduled will result in a loss of points.
- The Team Organizer should submit your team’s Research Summary + Power Point printout + all Individual Responsibilities Rubric as one paper clipped set with the Project Checklist on top. No loose papers.
- Everyone on the team should dress up; this is a formal presentation and your work is on display. If you’re not sure what’s appropriate, ask your Instructor in advance.
- Maintain good eye contact with the audience – it shows confidence in what you know. Don’t just read from your note cards or whatever you put onscreen – that tells your audience that you really don’t know much about your topic.
Actual Project Suggestions From Students In Past Semesters

- Our biggest problem was that we did not start work early enough, meet often enough or put things together before the last minute. This showed in our grade. Don't make our mistakes!

- Assign the researchers specific questions to work on and then everyone read their answers to comment and discuss.

- Every group needs a leader (maybe two, no more) to coordinate from start to end and to pull everything together so the project doesn't look like Frankenstein. (Instructor note: Frankenstein = something that is made up of a collection of pieces poorly stitched together at the last minute. Yes, it walks and talks – but really poorly…And now each group has a Organizer)

- Read the Presentation Scoring Form to make sure that the Power Point and the presentation cover everything that they are supposed to.

- Practice in front of a mirror and time yourself several times before the class presentation. That way you can stay within the time limit.

- Have a “back up” presenter in case one of the presenters is absent or sick on Presentation Day. Like happened to us.

- Slow down! Don’t talk so fast. Write PAUSE in big bold letters in your notes to force yourself to take a breath. This is really important if you don’t feel your speaking English is very good.

- Dress nicely – no flashy jewelry or revealing or sloppy clothing. Look sharp – it’s a formal thing. You want us to remember what you say, not how you look, right? No Four Bs! Men: No shorts, sandals!

- Let all voices on your team be heard; listen carefully to each other – this is a group project for which everyone is responsible for both their parts and the whole thing.

- Spend lots of time at the start to brainstorm ideas from everyone in your group.

- Delegate responsibility so everyone is clear on their assignment and so that the work is divided equally. Then everyone: do what you said you would do on the group’s timeline.

- This project will take much longer than you think to complete it well, so work on it regularly.
Acknowledgements

This project is a truly a model of collaboration across academic disciplines, institutions and continents.

This framework for teaching, studying, and analyzing environmental topics was developed for North American university students through a research process by Rosalyn McKeown (Director, Center for Geography and Environmental Education, Energy, Environment and Resources Center, University of Tennessee) and Roger Dendinger (Chair, Social Sciences Dept, South Dakota School of Mines & Technology).

This particular project was adapted from a sustainability project designed for the International Study Program of the 2008 Salzburg Global Seminar in Salzburg, Austria by Chris Migliaccio and Dr. Brad Stocker of Miami Dade College's Earth Ethics Institute with contributions from Dr. Charles Hopkins (UN / UNESCO Professor of Sustainability Education, York University, Canada), Astrid Schroeder (Salzburg Global Seminar), David Goldman (Salzburg Global Seminar), Jochen Fried (Salzburg Global Seminar) and participants in the October, 2008 MDC Earth Ethics Institute's Symposium on Sustainability at MDC.

Chris Migliaccio further revised it and has used it in BSC 1050 for Fall and Spring Terms since 2008. Suggestions for the scoring rubrics came from Dr. Edwin Gines-Candelaria & Juan Morata (MDC / Wolfson Dept of Natural Sciences, Health & and Wellness). Professor Joe Covert, (an AP Environmental Science / teacher education colleague at North Georgia College & State University) provided valuable suggestions incorporated in the current edition.

I'm grateful to my MDC BSC 1050 students who continue to contribute their suggestions for improvements each semester.

NOTE: All the Scoring Rubrics begin on the next page...
Energy Resources – A Small Group Project  
Team Responsibilities Table

Instructions *(NOTE: DELETE THIS TOP SECTION OF INSTRUCTIONS ON THE COPY YOU’LL SEND TO YOUR TEAM AND PRINT FOR ME)*

Once teams have been created and topics selected, work will formally begin. Your Course Calendar tells you when each team must turn in this word-processed outline of their project that includes:

1. the name of the topic
2. the team members’ names and their specific task(s): (Power Point designer, presenter, researcher, presentation, writer). Everyone must have at least one primary task and will be evaluated according to their Individual Responsibilities Rubric on how well they carried out their duties.
3. This table is
   a. the responsibility of the team’s Organizer to complete and submit it.
   b. worth 5 points to each team member who is listed.

Energy Resource topic (5 pts / person listed) *(insert topic here)*

Team members & responsibilities (complete this table; boxes will expand as needed)

<table>
<thead>
<tr>
<th>Team member name</th>
<th>Email</th>
<th>Telephone # (s)</th>
<th>Task(s) (who’s the Organizer?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td>Power Point designer</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td>Power Point designer</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td>Presenter</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td>Presenter</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td>Researcher</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td>Researcher</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td>Writer</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td>Writer</td>
</tr>
</tbody>
</table>
Name (INSERT YOUR NAME HERE)

Topic (INSERT YOUR PROJECT TOPIC HERE)

INSTRUCTIONS: Complete the top section. Word process your responses to the following seven (7) Introduction questions on this form (space will expand). Print out this form and turn it in to me on the day of your presentation. It is worth up to 15 points.

INTRODUCTION (1 pt each x 5 = 5 pts total) _____ total points earned

1. Give a specific example of something the other group members learned from you that they probably wouldn’t have learned by themselves.

2. Give a specific example of something you learned from your team about the work you contributed to the project that you probably wouldn’t have learned alone.

3. Suggest changes this group could have made to improve its performance in tackling all assigned tasks for this project. i.e. What advice would you give to next semester’s student groups working on this project?

4. What was the easiest part of this project for you?

5. What was the most challenging part of this project for you? How did you deal with this challenge?

6. Is there anything else you’d like to tell me about your experience working with this team on this topic? Did all your teammates contribute their fair share to the project? (ungraded)

7. Rate each of your teammates on a scale of 5 (high) to 1 (low) in terms of the quality and quantity of their contributions to your team. Should each person receive the group points for the Research Summary and the Presentation? Why not? Explain

Place an X in the box below

<table>
<thead>
<tr>
<th>First Name</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your Contribution Score ______ / 5 (taken from your teammates’ and my evaluation)
POWER POINT SPECIFICS (1 pt each x 10 = 10 pts total)

☐ 6 slides (minimum)

☐ 3 different layouts

☐ 3 slides (minimum) with images appropriate to content

☐ footer: BSC 1050 / Term page #

☐ no more than 7 lines / slide

☐ same font style throughout / readable header & text

☐ bulleted points; no sentences

☐ no spelling errors

☐ one functional hyperlink (minimum)

☐ 6 slides / page handout provided on Presentation Day (printed in B/W)

___ total points earned

TOTAL INDIVIDUAL SCORE: __________ / 15 + 5 = 20

COMMENTS:
BSC 1050 Group Project Scoring Rubric – Presenter

Name (INSERT YOUR NAME HERE)

Topic (INSERT YOUR PROJECT TOPIC HERE)

INSTRUCTIONS: Complete the top section. Word process your responses to the following seven (7) Introduction questions on this form (space will expand). Print out this form and turn it in to me on the day of your presentation. It is worth up to 15 points.

INTRODUCTION (1 pt each x 5 = 5 pts total) _____ total points earned

1. Give a specific example of something the other group members learned from you that they probably wouldn't have learned by themselves.

2. Give a specific example of something you learned from your team about the work you contributed to the project that you probably wouldn't have learned alone.

3. Suggest changes this group could have made to improve its performance in tackling all assigned tasks for this project. i.e. What advice would you give to next semester’s student groups working on this project?

4. What was the easiest part of this project for you?

5. What was the most challenging part of this project for you? How did you deal with this challenge?

6. Is there anything else you’d like to tell me about your experience working with this team on this topic? Did all your teammates contribute their fair share to the project? (ungraded)

7. Rate each of your teammates on a scale of 5 (high) to 1 (low) in terms of the quality and quantity of their contributions to your team. Should each person receive the group points for the Research Summary and the Presentation? Why not? Explain

Place an X in the box below

<table>
<thead>
<tr>
<th>First Name</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your Contribution Score _____ / 5 (taken from your teammates’ and my evaluation)
PRESENTATION (10 pts total)

___ Knowledge (6 pts)
The presenter was adequately prepared, knew the material well enough and was able to explain it well enough without simply reading the slides and/or notecards. Listening to the presentation made me feel comfortable and confident that I understood the material. The presenter was able to answer reasonable questions about the topic.

___ Delivery (3 pts)
Presenter appeared relaxed and in control. Body language and voice communicated a sense of confidence in the ability to present the material. The presenter maintained eye contact with all members of the audience. The presenter spoke at a reasonable speed and volume and was sufficiently loud. The presenter successfully and frequently modulated and animated her/his voice to add interest and to emphasize key points.

___ Dress (1 pts) The presenter was appropriately dressed.

___ total points earned

TOTAL INDIVIDUAL SCORE: _________ / 15 + 5 = 20

COMMENTS:
BSC 1050 Group Project Scoring Rubric – Researcher

Name (INSERT YOUR NAME HERE)

Topic (INSERT YOUR PROJECT TOPIC HERE)

INSTRUCTIONS: Complete the top section. Word process your responses to the following seven (7) Introduction questions on this form (space will expand). Print out this form and turn it in to me on the day of your presentation. It is worth up to 15 points.

INTRODUCTION (1 pt each x 5 = 5 pts total) _____ total points earned

1. Give a specific example of something the other group members learned from you that they probably wouldn't have learned by themselves.

2. Give a specific example of something you learned from your team about the work you contributed to the project that you probably wouldn't have learned alone.

3. Suggest changes this group could have made to improve its performance in tackling all assigned tasks for this project. i.e. What advice would you give to next semester’s student groups working on this project?

4. What was the easiest part of this project for you?

5. What was the most challenging part of this project for you? How did you deal with this challenge?

6. Is there anything else you’d like to tell me about your experience working with this team on this topic? Did all your teammates contribute their fair share to the project? (ungraded)

7. Rate each of your teammates on a scale of 5 (high) to 1 (low) in terms of the quality and quantity of their contributions to your team. Should each person receive the group points for the Research Summary and the Presentation? Why not? Explain

Place an X in the box below

<table>
<thead>
<tr>
<th>First Name</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your Contribution Score ______ / 5 (taken from your teammates’ and my evaluation)
RESEARCH (10 points total)

_____ Coverage (6 pts)
Researcher provided adequate information for each of their two primary questions. Information was current, factual and related to the presentation and paper.

_____ Q#___
_____ Q#___

_____ Media (2 pts)
The media in the presentation were related to the topic, appropriate in content and in length.

_____ Bibliographic sources (2 pts)
Researcher provided complete bibliographic information for all sources listed in the Research Summary.

_____ total points earned

TOTAL INDIVIDUAL SCORE: _________ / 15 + 5 = 20

COMMENTS:
BSC 1050 Group Project Scoring Rubric – *Writer*

**Name** (INSERT YOUR NAME HERE)

**Topic** (INSERT YOUR PROJECT TOPIC HERE)

**INSTRUCTIONS:** Complete the top section. Word process your responses to the following seven (7) Introduction questions on this form (space will expand). Print out this form and turn it in to me on the day of your presentation. It is worth up to 15 points.

**INTRODUCTION (1 pt each x 5 = 5 pts total) ______ total points earned**

1. Give a specific example of something the other group members learned from you that they probably wouldn't have learned by themselves.

2. Give a specific example of something you learned from your team about the work you contributed to the project that you probably wouldn't have learned alone.

3. Suggest changes this group could have made to improve its performance in tackling all assigned tasks for this project. i.e. What advice would you give to next semester’s student groups working on this project?

4. What was the easiest part of this project for you?

5. What was the most challenging part of this project for you? How did you deal with this challenge?

6. Is there anything else you’d like to tell me about your experience working with this team on this topic? Did all your teammates contribute their fair share to the project? (ungraded)

7. Rate each of your teammates on a scale of 5 (high) to 1 (low) in terms of the quality and quantity of their contributions to your team. Should each person receive the group points for the Research Summary and the Presentation? Why not? Explain

Place an X in the box below

<table>
<thead>
<tr>
<th>First Name</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your Contribution Score ______ / 5 (taken from your teammates’ and my evaluation)
WRITER (10 points total)

_____ Proper formatting (2 pts)
Proper formatting was applied throughout the Summary

_____ Organization (3 pts)
All the questions were answered and in an organized, coherent manner.

_____ Grammar & Mechanics (3 pts)
The grammar, mechanics and spelling all showed good attention to detail throughout the Summary.

_____ References (2 pt)
At least 6 references were properly cited within the Summary and properly listed on a Resources page at the end of the Summary.

_____ total points earned

TOTAL INDIVIDUAL SCORE: _________ / 15 + 5 = 20

COMMENTS:
BSC 1050 Group Project Scoring Rubric – Formal Presentation

Topic: (INSERT TITLE OF YOUR TOPIC HERE)

Presenters: (INSERT NAMES HERE)       Start time: _____  End time: _____  Total: _____

Focus Questions (4 x 2pts each = 8 pts) The presenters covered all 4 required focus questions with reasonable responses.

_____ A - (INSERT YOUR FOCUS QUESTION A HERE)

_____ B - (INSERT YOUR FOCUS QUESTION B HERE)

_____ C - (INSERT YOUR FOCUS QUESTION C HERE)

_____ D - (INSERT YOUR FOCUS QUESTION D HERE)

Organization (3 pts)
The presentation was well organized, followed a logical order and kept within the time limits (16-20 minutes). Presenters shared the time equally and were well-coordinated.

Media (2 pts)
The presenters included sufficient and appropriate media to help me understand the content. Media was topic-related to the point, easy to see/hear and helped clarify the material presented.

Coordination (2 pts)
The Presentation and Research Summary were well-coordinated and supported each other.

PRESENTATION POINTS: _______/ 15 pts that each contributing team member received

COMMENTS:

NOTE: 10 pt penalty for the team if this form is not completed and submitted by presentation time.
BSC 1050 Group Project Scoring Rubric – Model Home

Topic: An Energy & Water Efficient South Florida Model Home

Presenters: (INSERT NAMES HERE) Start time: ______ End time: ______ Total: ______

_____ Focus Questions (6 x 2pts each = 12 pts) The presenters explained the required design components.

_____ The home model included South Florida-appropriate features of passive design

_____ The home model included South Florida-appropriate features of energy efficiency

_____ The home model included South Florida-appropriate features of photovoltaics

_____ The home model included South Florida-appropriate features of solar thermal systems

_____ The home model included South Florida-appropriate landscaping features

_____ The home model included South Florida-appropriate features of water efficiency

_____ Organization (2 pts) The presentation was well organized, followed a logical order and kept within the time limits (16-20 minutes).

_____ Model (4 pts) The model was neatly constructed and included all the required design elements.

PRESENTATION POINTS: _______/ 15 pts that each contributing team member received

COMMENTS:

NOTE: 10 pt penalty for the team if this form is not completed and submitted by presentation time.
BSC 1050 Group Project Scoring Rubric - Research Summary

Topic: INSERT TITLE HERE

Section One – The Questions
Coverage (4 questions x 2 pts each = 8 points total)
Each response adequately addressed the question with factual details and relevant examples. Information was current, related to the question and presented in an organized manner.

_____ A - (INSERT YOUR FOCUS QUESTION A HERE)

_____ B - (INSERT YOUR FOCUS QUESTION B HERE)

_____ C - (INSERT YOUR FOCUS QUESTION C HERE)

_____ D - (INSERT YOUR FOCUS QUESTION D HERE)

Section Two – Structure (1 pt)

_____ Proper formatting (1 pt)
Grammar, mechanics and spelling showed good attention to detail. Proper formatting was applied throughout the Summary.

_____ References (1 pt)
At least 6 references were cited and properly listed on a Resources page at the end of the Summary.

SUMMARY POINTS: ________/ 10 pts that each contributing team member received

COMMENTS:

NOTE: 10 pt penalty for the team if this form is not completed and submitted by presentation time.
Energy Resources – *(Insert topic here)*  
**Small Group Project Checklist**  
(Date submitted)

**Instructions:**
1. Word process (do not print) the information
   a. in the title / date above and
   b. in the table below.
2. √ off that you each have attached the required papers
   a. **5 pt late fee for any papers submitted same day after class** (within Instructor’s workday)
   b. 0 pts awarded for papers submitted the next day after presentation
3. Team Organizer: print this completed Checklist
4. Place this on top of your Project papers’ package when you turn them in on Presentation Day.

<table>
<thead>
<tr>
<th>Student (insert names)</th>
<th>Role</th>
<th>√ Required document is attached</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Power Point</td>
<td>The Power Point printout</td>
</tr>
<tr>
<td></td>
<td>Designer</td>
<td>(one copy)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My Designer’s Scoring Rubric</td>
</tr>
<tr>
<td></td>
<td>Power Point</td>
<td>The Power Point printout</td>
</tr>
<tr>
<td></td>
<td>Designer</td>
<td>My Designer’s Scoring Rubric</td>
</tr>
<tr>
<td></td>
<td>Presenter</td>
<td>The Presentation Scoring Rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(one copy)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My Presenter’s Scoring Rubric</td>
</tr>
<tr>
<td></td>
<td>Presenter</td>
<td>The Presentation Scoring Rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My Presenter’s Scoring Rubric</td>
</tr>
<tr>
<td></td>
<td>Researcher</td>
<td>My Researcher’s Scoring Rubric</td>
</tr>
<tr>
<td></td>
<td>Researcher</td>
<td>My Researcher’s Scoring Rubric</td>
</tr>
<tr>
<td></td>
<td>Writer</td>
<td>The Research Summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(one copy)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Research Summary Scoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rubric (one copy)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My Writer’s Scoring Rubric</td>
</tr>
<tr>
<td></td>
<td>Writer</td>
<td>The Research Summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Research Summary Scoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My Writer’s Scoring Rubric</td>
</tr>
<tr>
<td></td>
<td>Organizer</td>
<td>Extra points for extraordinary work</td>
</tr>
</tbody>
</table>

Extra points for extraordinary work