Introduction

South Florida’s ecosystems are unique in the world. Nowhere else is there such a collection of upland forest, lowland freshwater and saltwater ecosystems that rely on sheet flow from a huge lake. As residents of the bioregion, we all share an obligation to know how this system functions so that we can preserve and conserve it for further generations. Not only are our natural systems economically and ecologically important, but they have long been a source of inspiration, and spiritual nourishment for those who take the time to spend time with them – developing a personal sense of place and purpose. For these reasons, we’ll study the Everglades in this project.

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 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)

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

This project is worth up to 50 points for each contributing member of each team. Each person will earn points for both their individual and group contributions.
Early in the semester, each group will choose a topic from the following list of twelve for their Small Group Project. Group numbers will be pulled from a hat to determine order of choosing a topic.

**Natural Systems**
1. Why Does South Florida Have Such High Biodiversity? - The Geological & Biological History of South Florida
2. The Mangrove Community
3. The Freshwater Marsh Community
4. The Big Cypress Swamp
5. The Pine Rocklands Community
6. The Tropical Hardwood Hammock Community
7. The Natural History of ____ (a particular plant, group of plants, animal, group of animals)
8. Impacts of Hurricanes on South Florida Ecosystems

**Human Impacts on Natural Systems**
9. Impacts of Pollutants on South Florida’s Ecosystems
10. Impacts of Water Management on South Florida Ecosystems
11. Impacts of (an invasive exotic plant, group of invasive exotic plants, an invasive exotic animal, a group of invasive exotic animals) on South Florida’s Natural Systems
12. The Role of Fire in South Florida Ecosystems
13. Four of South Florida’s Endangered Plants (or a particular plant group)
14. Four of South Florida’s Endangered Animals (or a particular animal group)

**Ecological Topics for Research and Presentation**

College students must be able to examine the complexities of ecological systems and issues from the perspectives of many stakeholders. Therefore, they need to acquire skills to analyze data and problems, analyze proposed solutions to those problems, understand the values underlying opposing positions on issues, and analyze conflicts arising from those issues and proposed solutions. Keep in mind that new visions require questioning the old way of being and doing so that new questions can be asked.

For topics 1 – 8 that focus on the natural systems or their inhabitants, all groups must address these six questions.

1. What are the specific abiotic factors (including geographical ones) that are important to this topic?
2. What are the specific biotic factors that are important to this topic?
3. What has been the human impact on this system, plant or animal group?
4. What are the major current management strategies employed by Federal, State or local agencies / organizations for this community, plant or animal group? How effective are these strategies? What are other possible management strategies, including pros and cons of each strategy?
5. What are the ethical and economic considerations related to this topic?
6. What is your personal / group connection to this topic, including what you are committed to do about this topic?

For topics 9 - 14 that consider human impact on native ecosystems and / or their inhabitants, all groups must address each of these six questions to flesh out each topic in good detail.

1. What are the main historical and current causes (i.e., physical, biological, social / cultural, ethical dilemma and / or economic) of the issue?
2. What is the geographic scale, the spatial distribution, and the current status of the issue?
3. What are the major risks and consequences to the natural environment if current trends continue? Include both direct and indirect costs in your evaluation.

4. What are the major risks and consequences to the human environment?

5. What are the major current management strategies employed by Federal, State or local agencies / organizations? How effective are these strategies? What are other possible management strategies, including pros and cons of each strategy?

6. What is a change you can make in your daily life to lessen the problem or issues?

**Resources**

Reading textbook chapters 23 and 25 in your textbook should be the first thing you do once this project is announced. Then, I recommend a visit to the Campus Library, Internet research on your group’s topic, and a visit to the Florida section of your local public library. Visit my collection of Web bookmarks at [http://delicious.com/profmigliaccio](http://delicious.com/profmigliaccio). Click on Tags under my name then on tags such as PCB2033, SouthFlorida, Everglades, Ecology, and related topics. Find a great site somewhere? Please send it to me to add to my collection.

The best book on the South Florida ecosystems is *The Everglades Handbook – Understanding the Ecosystem*, Third Edition by Thomas Lodge. CRC Press. 2010. This book should be on the bookshelf of every person interested in South Florida’s natural environment. On a personal note, when I was a Biology undergraduate student at the U of Miami, Tom Lodge was a grad student and my Ecology Lab Teaching Assistant.

**Useful PCB 2033 course files in the PCB Group Project folder in the Getting Started folder of PCB 2033**

- How To Work In Groups Or On A Team
- The Good, The Bad & The Ugly: A Power Point Presentation on Power Point Tips
- The electronic version of this document: BSC 2033 South Florida Ecosystems Group Project
Project Scoring

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. Research Summary (10 points)

Based on your research, your group will complete a Research Summary - a short paper (4-6 pages plus one page of references) briefly summarizing the group’s research on the ecosystem that they have chosen (answering the six focus questions). This paper need not be a rhetorical or literary masterpiece (although it must be spell-checked and follow college standards of grammar and mechanics); an outline or a coherent list of notes that explains the key facts and figures is sufficient.

All references must be attributed. You must number the six questions with responses. Use MLA format for this Summary; go to http://owl.english.purdue.edu/owl/resource/557/01/ for guidelines.

Each group must turn in their Research Summary the day of their presentation. 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 the six topic questions (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]
    o your choice of slide design
    o 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
    o 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: PCB / <Term> / page # on each slide
    o 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
    o PowerPointTipsPCB.ppt (view this Power Point in the course Syllabus folder in class with your instructor)
    o http://www.presentation-pointers.com/index.asp?
    o http://ozpk.tripod.com/00PowerPoint
    o http://its.noctrl.edu/help/ms_office/power_point/pptips.shtml
    o 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.
    o Power Point Designer's Individual Scoring Rubric (15 pts for each designer)
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 all the 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)

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 yourselves. 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)
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 eleven 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/ 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)
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 / team member.**

- **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 / ecological 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). It was adapted for the 2008 International Study Program of the Salzburg Global Seminar in Salzburg, Austria by Chris Migliaccio and Brad Stocker of Miami Dade College’s Earth Ethics Institute. Chris Migliaccio subsequently adapted it for PCB 2033 and BSC 1050. Scoring rubrics were revised by Chris Migliaccio from contributions by Dr. Edwin Gines-Candelaria & Juan Morata (MDC / Wolfson Dept of Natural Sciences, Health & 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 PCB 2033 students who continue to contribute their suggestions for improvements each semester.

**NOTE: All the Scoring Rubrics begin on the next page...**
South Florida’s Ecosystems – 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.

Ecosystem topic (5 pts / person listed) (insert topic here)

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

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<tr>
<th>Team member name</th>
<th>Email</th>
<th>Telephone # (s)</th>
<th>Task(s) (and who’s the Organizer?)</th>
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PCB 2033 Group Project Scoring Rubric – Power Point Designer
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

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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: PCB 1050 / Term page #
- No more than 7 lines / slide

___ total points earned

TOTAL INDIVIDUAL SCORE: ________/ 15 + 5 = 20

COMMENTS:
PCB 2033 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

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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:
PCB 2033 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?

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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-three 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:
PCB 2033 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

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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 pts)
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:
PCB 2033 Group Project Scoring Rubric – *Formal Presentation*

**Topic:** (INSERT TITLE OF YOUR TOPIC HERE)

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

Focus Questions (6 x 2pts each = 12 pts)  
The presenters covered all 4 required focus questions with reasonable responses.

____ 1 - (INSERT YOUR FOCUS QUESTION 1 HERE)

____ 2 - (INSERT YOUR FOCUS QUESTION 2 HERE)

____ 3 - (INSERT YOUR FOCUS QUESTION 3 HERE)

____ 4 - (INSERT YOUR FOCUS QUESTION 4 HERE)

____ 5 - (INSERT YOUR FOCUS QUESTION 5 HERE)

____ 6 - (INSERT YOUR FOCUS QUESTION 6 HERE)

Organization (1 pt)  
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 (1 pt)  
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 (1 pt)  
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.

PCB 2033 Group Project Scoring Rubric - *Research Summary*
Topic: INSERT TITLE HERE

Section One – The Questions
Coverage (6 questions x 1 pts each = 6 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.

_____ 1 - (INSERT YOUR FOCUS QUESTION 1 HERE)

_____ 2 - (INSERT YOUR FOCUS QUESTION 2 HERE)

_____ 3 - (INSERT YOUR FOCUS QUESTION 3 HERE)

_____ 4 - (INSERT YOUR FOCUS QUESTION 4 HERE)

_____ 5 - (INSERT YOUR FOCUS QUESTION 5 HERE)

_____ 6 - (INSERT YOUR FOCUS QUESTION 6 HERE)

Section Two – Structure (4 pts)

_____ Proper formatting (2 pts)
Grammar, mechanics and spelling showed good attention to detail. Proper formatting was applied throughout the Summary.

_____ References (2 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.
# South Florida Ecosystems – *(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 <em>(insert names)</em></th>
<th>Role</th>
<th>√ Required document is attached</th>
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<td>❑ The Power Point printout <em>(one copy)</em></td>
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<td>❑ My Designer’s Scoring Rubric</td>
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|                          | Organizer        | _____ Extra points for extraordinary work *(at instructor’s discretion)*

**My Notes**