**CULMINATING PROJECT** (30% of your English course) DUE:

ENG 2PI-( )

The Final Evaluation: Can you research, write, use media effectively, and communicate your opinion in a convincing manner?

This PROJECT will be a means to evaluate specific skills and content gained during the year. It will involve every objective of this course.

HERE’S WHAT TO DO:

Take something and run….

Individually or in pairs (no more than two), choose one topic from the list below. Your goal is to select a topic that you feel is doing something positive to help make our world a better place. Try to choose an issue that’s really important to you. It can be a local or worldwide.

Humane Society

Habitat for Humanity

World Wildlife Fund

Big Brothers Big Sisters Canada

Multiple Sclerosis Society

Red Cross

CARE

Greenpeace

Raising the Roof

Geena Davis Institute on Gender in Media

Amnesty International

War Child

Doctors Without Borders

UNICEF

World Vision

Free the Children

Media Smarts

\*\*\*or a **topic of your choice** (see me for approval)

STEPS:

1. **Get approval** from the teacher for your topic and sign up!!! (**only ONE student project per topic**)

2. In-depth research

3. Write

4. Create.

5. Present

Calendar:

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2. **IN-DEPTH** RESEARCH

TRACK YOUR SOURCES!! YOU ARE EXPECTED TO SUBMIT A LIST OF THE SOURCES YOUR CONSULT THROUGH THE RESEARCH PROCESS!!!

- go online to find out who founded/runs the organization, what the organization does, what it has accomplished, what it hopes to accomplish, where it gets its money from, where its money goes, etc.

- research problems with the organization company by googling its name and “problem” or “criticism”

- go to the local branch after school (if possible) OR use a phone to interview someone who

works with the organization to ask them for an inside scoop – successes? problems? why it’s such a good organization, what’s it like to work there, how many people work there, what would make it better there, etc. (record information learned)

- research public knowledge of the organization – this could be in the form of a google search

if the organization is large, or a random interview of W-O students or people you know(record feedback collected)

2. WRITE

- a 5-paragraph essay to convince people that this is a worthy organization

3. CREATE

- a PowerPoint that summarizes everything you learned, complete with visuals, headings, point form information, etc.

- an ad, illustrating career and volunteer opportunities with the organization that could be published to try and get people involved with the organization

4. PRESENT (5-10 minutes)

- present your powerpoint and flyer/pamphlet to the class members in a persuasive way to try to convince the class that your organization is worthy of their support – the essay will be the basis for the presentation, but **don’t read from it**.

- the class will then vote on which organizations are most worthy of their support by donating $. Each person will be given $100 to donate to the organizations of his/her choice. The organization that ‘raises’ the most money will win the completion.

EVALUATION Name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name(s): | Level 1 | Level 2 | Level 3 | Level 4 |
| Were a variety of good quality cites used? | Only consulted Wikipedia | A variety of cites consulted | A variety of good cites consulted | Many interesting and informative cites consulted |
| Were all cites used properly bookmarked and information highlighted? | Very little highlighted information | Cites bookmarked; some information highlighted | All cites bookmarked and key information highlighted | All cites bookmarked and highlighted; post-it notes used to put information into own words |
| Was all important information from other sources (interviews, etc.) properly recorded? | Very few notes recorded, poorly organized | Some information recorded under headings | Clearly organized point form notes recorded | Highly informative notes recorded and organized in a logical way |

Presentation Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name(s): | Level 1 | Level 2 | Level 3 | Level 4 |
| Informative and Persuasive: How much did people learn? How much money was donated? | Very little learned about the information; very little money donated | Audience learned something about the organization; some money donated | Audience learned a considerable amount about the organization; a good amount of money donated | Audience is highly informed and entertained; a considerable amount of money donated |
| Organization: Was the presentation clear and did it follow a logical order? | Very little organization; hard to follow presented material | Somewhat organized; can follow presented material | Clearly organized; easy to follow and understand | Highly organized; conveys information in a highly structured, logical format |
| Style: Was speaker(s) clear, easy to understand, and make eye contact? | Speaker(s) hard to understand; read straight from papers | Speaker(s) are somewhat clear, make some eye contact with audience | Speaker(s) clear, easy to understand, make good eye contact | Speaker(s) talk like professionals to the audience |
| Powerpoint: How good does it look? | Few visuals; pages filled with print; hard to understand | Uses visuals and words with some effectiveness | Uses visuals and point form with considerable effectiveness | Uses visuals and notes expertly |
| Flyer/Pamphlet: Does it inspire people to want to work or volunteer there? | Minimal visuals and information; doesn’t attract interest | Some visuals and information; may get some people interested | Visually attractive; very informative; makes people want to get involved | Professional looking; highly informative; inspires people to get involved |

Essay Rubric

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| --- | --- | --- | --- | --- |
| Name(s): | Level 1 | Level 2 | Level 3 | Level 4 |
| Knowledge and Understanding of: -Essay Format  -Organization | Minimal understanding of proper essay structure | Some understanding of proper essay structure | Good understanding of proper essay structure | Exceptional understanding of proper essay structure |
| Depth of Thought; use of proof | Minimal reasons given; not clearly explained or proven | Some good reasons explained; some proof given | Good reasons, well explained and proven | Exceptional good reasons; thoroughly explained and proven |
| Communication: of the standard rules of grammar and usage | Communicates with minimal clarity and correctness; many writing errors | Communicates somewhat clearly and correctly, with some writing errors | Communicates clearly and correctly, with few writing error | Communicates with exceptional clarity and correctness, almost no writing errors |
| Application: Makes connections between topic and real world | Makes minimal connections | Makes some good connections | Makes very good connections | Makes exceptionally good connections |
| Over-all effect: does the essay achieve its goal? | Does not convince read of worthiness of organization | Somewhat convinces reader of worthiness of organization | Convinces reader of worthiness of organization | Is exceptionally convincing of worthiness of organization |

Ad Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name(s): | Level 1 | Level 2 | Level 3 | Level 4 |
| Knowledge and understanding of flyer/pamphlet format | Shows minimal knowledge of proper format | Shows some knowledge of proper format | Shows good knowledge of proper format | Shows exceptionally good knowledge of proper format |
| Thinking and Creating: informs reader about opportunities | Does not creatively inform readers about opportunities | Somewhat creatively informs readers about opportunities | Creatively informs readers about opportunities | Informs readers about opportunities in an exceptionally creative way |
| Communication: to an audience for a purpose | Does not communicate clearly for intended reader | Communicates with some clarity for intended reader | Communicates clearly for intended reader | Communicates with exceptional clarity for intended reader |
| Application: of the rules of grammar and usage | Writes with minimal clarity and correctness with many errors | Writes somewhat clearly and correctly with some errors | Writes clearly and correctly with few errors | Writes exceptionally clearly and correctly with minimal errors |

News Article Rubric

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| --- | --- | --- | --- | --- |
| Name(s): | Level 1 | Level 2 | Level 3 | Level 4 |
| Knowledge and understanding of news article format | Shows minimal knowledge of proper format | Shows some knowledge of proper format | Shows good knowledge of proper format | Shows exceptionally good knowledge of proper format |
| Thinking: creating an event, using consistent details | Shows minimal creative thinking in creating event details | Shows some creative thinking in creating event details | Shows good creative thinking in creating event details | Shows exceptionally good creative thinking in creating event details |
| Communication: to an audience for a purpose | Communicates with minimal clarity for newspaper reader | Communicates somewhat clearly for newspaper reader | Communicates clearly for newspaper reader | Communicates exceptionally clearly for newspaper reader |
| Application: of the rules of grammar and usage | Writes with minimal clarity and correctness with many errors | Writes somewhat clearly and correctly with some errors | Writes clearly and correctly with few errors | Writes exceptionally clearly and correctly with minimal errors |