|  |  |
| --- | --- |
| Assignment: | **Science in the Media** |
| Description: | Working in small groups, students will find a magazine, newspaper or internet article (i.e., lay article) that refers to scientific findings (i.e., primary literature). This article does not need to be on a topic directly related to course content (e.g., it can be about cancer research).  Next, locate the primary literature that was referenced in the lay article.  Then, prepare a 10-minute presentation that:   * Summarizes what the lay article presented, and notes the source of the article. * Summarizes what the primary literature reported, and notes the source of that article. * States if the lay article was accurate in representing the findings presented in the primary literature. * Explains why you think the lay article accurately or inaccurately portrayed the findings of the primary literature.   Your presentation should be visually supported by a PowerPoint presentation.  Please provide the Professor with copies of the lay article, the primary literature article and your PowerPoint file. Your PowerPoint file should be named using group member names (e.g., Pat & Dana).  Your files are to be submitted as attachments to an email by 7pm the day prior to the class in which they will be presented.  Please note that if you use Google slides to create your presentation file, you will need to download it and save it as a PowerPoint file in order to submit the file via email. After you download and before you submit, it is important to test your file to make sure that the formatting has been maintained. |
| Purpose of this activity: | This activity addresses three learning outcomes: Students will…   * Discriminate between scholarly and popular modes of knowledge through an understanding of the peer review process. * Engage critically and reflectively in scholarly discourse. * Exercise critical thinking in oral discussion and writing. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Element** | **Points** | **Excellent**  **(90 – 100%)** | **Above Average**  **(80 – 89%)** | **Average**  **(70 – 79%)** | **Below Average**  **(60 – 69%)** |
| ***Group components:*** | | | | | |
| Lay article | 10 | Clear and correct summary of the lay article’s report of the research finding. | Correct summary of the lay article’s report of the research finding. | With few exceptions the summary of the lay article’s report is correct. | Major errors in the summary of the lay article’s report. |
| Primary literature | 10 | Clear and correct summary of the primary literature’s findings. | Correct summary of the primary literature’s findings. | With few exceptions the summary of the primary literature is correct. | Major errors in the summary of the primary literature. |
| Accuracy | 10 | Clearly, correctly explains how the lay article was accurate and/or inaccurate. | Correctly explains how the lay article was accurate and/or inaccurate. | With few exceptions the explanation of the lay article’s accuracy is correct. | Major errors in the explanation of the lay article’s accuracy. |
| Explanation | 10 | Clear, logical explanation of why the group believes the lay article is accurate and/or inaccurate. | Logical explanation of why the group believes the lay article is accurate and/or inaccurate. | With few exceptions the explanation of why the lay article is accurate or inaccurate is logical. | Explanation of why the article is accurate or inaccurate is largely illogical. |
| Organization | 10 | Organizational pattern is clearly and consistently observable, is skillful and makes the content of the presentation cohesive. | Organizational pattern is clearly and consistently observable within the presentation. | Organizational pattern is intermittently observable within the presentation. | Organizational pattern is not observable within the presentation. |
| Collaboration | 10 | The teammates always worked from others’ ideas. It was evident that all of the group members contributed equally to the presentation. | The teammates worked from others’ ideas most of the time. And it seems like everyone did some work, but some people are carrying the presentation. | The teammates sometimes worked from others’ ideas. It seems as though certain people did not do as much work as others. | The teammates never worked from others’ ideas. It seems as though only one person worked on the presentation. |
| Timing | 10 | Presentation and question and answer period filled the assigned time. | Presentation and question and answer period are completed within a few minutes of assigned time. | Presentation and question and answer period are completed within about five minutes of the assigned time. | Presentation and question and answer period are completed with more than five minutes remaining or are more than five minutes over the assigned time. |
| Visual Aid (PowerPoint) | 10 | Visual aids enhance the presentation. They are prepared in a professional manner. Font on visuals is large enough to be seen by all. Information is organized to maximize audience understanding. Details are minimized so that main points stand out. | Visual aids contribute to the quality of the presentation. Font size is appropriate for reading. Appropriate information is included. Some material is not supported by visual aids. | Visual aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included. Unimportant material is highlighted. Listeners may be confused. | Visual aids are so poorly prepared that they detract from the presentation. |
| Copies of articles and visual aid | 10 | Copies of the lay article, the primary literature and the visual aid file are submitted to the Professor by 7pm the day before giving the presentation. | -- | Copies of the articles and visual aid are submitted after the deadline. | The group submits an incomplete set of files (e.g., not providing one of the articles or the visual aid). |
| ***Individual component:*** | | | | | |
| Delivery | 10 | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling. Speaker appears polished and confident in giving presentation and answering questions. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting. Speaker appears comfortable in giving presentation and/or answering questions. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable. Speaker appears tentative in giving presentation and/or answering questions. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation. Speaker appears uncomfortable in giving presentation and/or answering questions. |