

SCNC 480 Science Comprehensive Presentation Results

The Science Comprehensive Presentation project is to be initiated during the first semester of a students' junior year. The student will work with the Science faculty member to develop a project, which will culminate in a senior paper and multimedia presentation open to all interested persons. This course should be taken near the end of the major program. Final evaluation of some of the student learning outcomes and essential studies learning outcomes are conducted in this course so this course must be completed only through Mayville State University.

Course topics include:

- Identification of Scientific Interest
- Identification of Broad Scientific Question
- Identification of Faculty Mentor
- Identification of Specific Scientific Question
- Identification of Specific Science Course Materials/Content
- First set of 5 Peer reviewed journal articles with justification for use
- Second set of 5 Peer reviewed journal articles with justification for use
- Third set of 5 Peer reviewed journal articles with justification for use
- Fourth set of 5 Peer reviewed journal articles with justification for use
- Outline for Presentation and Paper
- Proof of Paper to Writing Center and Confirmation of Mentor Review of PPT
- Student Self-Assessment with documentation of Student Learning Outcomes
- Oral Presentation

Oral Presentation Evaluation Rubric

Presentation	Exceeds (A)	Above (B)	Meets (C)	Below (D)	Poor (F)	Absent (F)
1. The student is clear and well-spoken during presentation and uses the appropriate level of scientific vernacular incorporated in course history.	5	4	3	2	1	0
2. Appropriate level of eye contact with the audience is maintained, and there is an apparent level of comfort during the presentation.	5	4	3	2	1	0
3. The student demonstrates confidence and understanding of research topic during presentation.	5	4	3	2	1	0
4. The student has constructed, analyzed, and identified a scientific argument or research question.	5	4	3	2	1	0
5. The student has established/incorporated information from coursework demonstrating content knowledge sufficient for presentation.	5	4	3	2	1	0
6. The student provides qualitative data interpretation (why, how, what happens) from peer-reviewed literature or study.	5	4	3	2	1	0
7. PowerPoint transitions are logical and maintain the flow throughout the presentation without unnecessary repetition of information.	5	4	3	2	1	0

Presentation	Exceeds (A)	Above (B)	Meets (C)	Below (D)	Poor (F)	Absent (F)
8. The student provides quantitative information (how many, how much, or how often) from literature/research during their presentation and successfully explains meaning.	5	4	3	2	1	0
9. The student answers questions using the information from the presentation.	5	4	3	2	1	0
10. The student demonstrates ability to synthesize information and apply it to answering questions during question/answer period.	5	4	3	2	1	0
11. The content presented is at a level appropriate to the degree being pursued.	5	4	3	2	1	0

* Items are not weighted equally so do not bother tallying up the scores.

Presenter -

Questions or issues