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Research Paper Development Assignment: Guidelines, CERR Worksheets, Global Learning Worksheet, and PowerPoint Presentation Prompts and Rubric

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Research Paper Development Assignment: Guidelines, CERR Worksheets, Global Learning Worksheet, and PowerPoint Presentation Prompts and Rubric

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Global Learning Worksheet

Power Point Presentation Guidelines

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A. Research Scaffold Assignment Description

- ❑ This Research Paper Assignment is designed for NSF & LMF courses (STEM majors). The assignment is to have students research a global scientific issue. Possible topics that work well for this assignment contain solar panel use, the increase in health issues (like respiratory or mental health conditions) due to global warming/climate change, animal (and other living organism) extinction (or increase) due to global warming, sea level rise, coastal flooding, how the increase in ocean plastics affects the ocean and its species (which affect the environment/climate), etc. However, any global scientific topic will do.
- ❑ The assignment's main objectives are to scaffold the overall research paper to improve students' Inquiry and Problem Solving (IPS) and Global Learning (GL) competencies.
- ❑ The IPS competency is scaffolded with 2 CER worksheets that help students analyze their research sources using the Claim Evidence Reasoning and Rebuttal (CER) method, which they will utilize in LaGuardia's Natural Sciences Courses. The CER method is the Scientific Method, which uses more everyday language. For example, instead of being asked to formulate a hypothesis, students generate a testable claim. By convention, this method is referred to as the CER Method. However, I include the second "R", and write CERR Method, to remind students to include possible contradictions, challenges, and/or rebuttals to experiments they do and while researching studies in scientific journals and from other sources.
- ❑ Additionally, there is a worksheet with prompts that ask students to reflect on the 3 dimensions of the Global Learning Competencies, based on their research topics, to enhance students' ability with this competency.
- ❑ Students are expected to work on these worksheets throughout the semester. The worksheets are due, at different times throughout the semester, before the final paper is due. Ideally the first worksheet is due the fourth week of lecture, typically 1 – 2 weeks after the first library visit. The second and third worksheets are due the 6th and 8th week of lecture, respectively.
- ❑ The first two worksheets are the same CERR method worksheets. Students will complete one worksheet for each of the 2 articles they must use for their research.
- ❑ To further help students organize and engage with what they learn from their research, students are also required to complete a 3-5-minute Power Point presentation. The in-class presentation is due at least a week before the final paper is due, either the ninth or tenth week of the

semester. This is a great opportunity for the entire class to share what they learned and to give each other feedback about the organization, content, and overall delivery of each other's research before the final paper is due.

- ❑ There is a presentation guideline and grading rubric that is to be discussed before the presentations; it is better to discuss the rubric with the class at least a week before the presentation is due. Students have the grading rubric and a grade sheet for each presenter so they can score each presenter and write down notes to give feedback to the presenters. I collect the score sheets to view how students evaluated each other's presentations and as proof of participation during presentation day. However, the score sheets do not affect the students' presentation grade. Having students fill out the score sheets is an in-class activity meant to keep students focused on the presentations. Students are required to give presenters feedback, and/or ask questions, to earn "Class-Participation" points for the day; students may lose up to 2% of their total grade for each lecture they do not participate in.
- ❑ The final paper is also outlined for format and content, which is like the presentation guideline and worksheets. The paper outline further describes, and specifies, the types of information to include in each section of the research paper. The point of this document is to prepare students for what their own papers and lab reports should include as they progress with their classes. The final paper is due 1 – 2 weeks after the presentation is due, which is the 11th or 12th week of the semester.
- ❑ The worksheet component of this assignment is worth 10% of the grade. The two CERR worksheets are worth 3% (6% for 2 worksheets). The Global Learning Worksheet counts toward 4% of the final grade. The Power Point Presentation is worth 5% and the final paper is also worth 5%. The research assignment totals 20% of the final course grade.

B. Research Scaffold Assignment Reflection

- ❑ This research assignment is one of the basic requirements from the department. Because many students have not written a college science research paper before FYS, I find it necessary to break down and guide students through the process with these worksheets.
- ❑ The ideas and concepts that these worksheets support were addressed in class by reflecting on short docudramas, based on real scientific

experiments, we viewed in class. I first introduced the CERR method, during the first or second lecture, with a 10-minute lesson where the terms were defined and related to the traditional Scientific Method's terms. Then to motivate students to practice using the CERR method, I showed a short docudrama based on a real scientific experiment. After watching the video, we had a class discussion reflecting on the video using the CERR method.

- ❑ We viewed the *Dark Matters Twisted but True* series, available for purchase on Amazon, but any documentary will do. I chose this series because the episodes are short. Within each episode there were 3 docudramas, that ran between 13 and 15 minutes. The entire activity, watching the video, group activity, and class discussion took 30 – 45 minutes of class time.
- ❑ Watching this series also introduced students to what a scientist does and gave them insight to different types of scientists (biologists, chemists, physicists, etc.). Additionally, most students found the lack of ethics used by early last century's scientists appalling, which started great class discussions. Students also found the “-drama” part of the story entertaining.
- ❑ Analyzing a documentary using the CERR method is also a good homework assignment for longer scientific documentaries, if there is not enough class time. Students can watch a documentary, on their own time while using the CERR worksheet to guide their viewing. Students can try to answer the prompts alone, or work with other classmates. If a specific documentary is assigned to the entire class, a follow-up class discussion about the documentary utilizing the CERR method can be used to assess students' learning.
- ❑ How the stories of docudramas and documentaries unfold is comparable to how the content of written resources are organized. There is an introduction with a claim, there is a motivation, there are methods, there are observations/data/findings, and there are outcomes, conclusions, and an evaluation of the story/study. So, I used the documentaries to help students understand the journal articles' format, which was intended to help them to understand how to read articles easier and write their own lab reports, research papers, abstracts, and prepare presentations, which all follow similar formats.
- ❑ The CERR worksheets help the students analyze the articles they will use to construct their research papers. The assignment requires at least one peer reviewed scientific journal resource, which can be a challenge to read. The CERR worksheets helped the students analyze the articles by

asking questions about the article they read. For example, “What was the Claim of the article?” is one of the questions on the worksheet. These worksheets were designed to help the students focus on what they should be looking for in the articles, without getting lost in the jargon and the intricate details of the methods that they may be unfamiliar with. Similarly, the Global Learning worksheet’s questions are designed to address the 3 dimensions of the Global Learning Competency. Students are to think about their topics broadly based on all the articles they read to discover, or confirm their knowledge of, the overall global impact of their research topics.

- ❑ I found the worksheets helped students create well-organized presentations and they wrote more thoughtful papers. I was impressed by the level and amount of details students discussed. Their presentations were engaging, student presenters seemed to enjoy what they learned; they showed a lot of passion for their topics. And the students’ research papers were easier to read because they were well-structured and contained clear understandable content.
- ❑ The challenge these worksheets presented was that they seemed like extra work. But I heard a student comment that completing the worksheets first made writing the final paper easier. I have found that it is important to stress that these worksheets were designed to make writing the final paper, and future papers, easier. The completed worksheets provided the content necessary to write the final paper. Students only needed to put their ideas and content together in essay format.
- ❑ The presentation component of the assignment was added this past semester, which was also a challenge. Many students did not like speaking in class. So, the thought of talking in front of the entire class was a cause of anxiety for some students. To ease students’ anxieties, I informed students that they would only lose points if they did not present their work. Of course, they had to follow the rubric as best they could, but I stressed points would only be deducted for not presenting. The purpose of the presentation was for students to share what they learned and get friendly feedback to improve their presentation, that would aid them with completing their papers. Finally, I expressed to the students that they will have to do higher stakes presentations in future classes and that they should use this assignment as practice. After the presentations were over, most students were glad they did it, even my most quiet students. From the first lecture, every class had some form of group activity worked into the agenda. By the time the presentations were due students were

familiar and friendly with one another, which made presenting to the class easier.

- The final paper itself was outlined and detailed with how the format of the paper should be written. If the worksheets were completed, the research paper became more of a writing assignment, which was easier to handle alone. In the future, I want to shorten the assignment components' due dates by a week, or two, so that the final paper is due by the 9th or 10th week of the semester to ease the stress of too many deadlines during the last two weeks of the semester. The Digital Storytelling Assignment, the final reflection, and evaluations were all due within the last two weeks of the semester. Most students in my FYS and LMF sections were full-time students with many deadlines from other courses and I do not want to overwhelm them during this time.

The Assignment Details with Point Distributions:

The Assignment: Research any scientific issue you like that is related to global warming/climate change. For example, coastal flooding, increases, droughts, or landslides around the world, increase in physical (or mental) health issues, the extinction (or increase) of a species, and ocean plastics and its effects on species and the environment. These topics can all be related to global warming/climate change.

By now you should have completed the CERR worksheets (for two of your references) and the Global Learning Worksheet. So now it is time to put your thoughts together. Develop your paper based on the content of your worksheets. Please use the following prompts to build the sections of your paper in essay format.

Your paper needs to be in essay format. Use a 12-point standard font (Times New Roman, Calibri, Cambria, etc). The paper should be 4 – 6 pages of written text; this does not include figures and reference pages. Please keep in mind that the completeness of your thoughts is more important than the number of pages you write. Generally, you should include 2 – 3 details to support any statement (ideas & thoughts) you make. Details can be figures/images, tables, charts, and quotes from your referenced material. You should address all outlined sections presented to you below. This outline is a guide and not an absolute. Please write what makes sense according to your research. In other words, if there is no rebuttal to your work, then you do not need to include a rebuttal section in your paper; for completeness you may write that you did not come across any rebuttals to your researched study.

Research Paper Format

Header and Footer (Minus 0.25 Points if missing)

Include a header and footer that indicates your name, this course and section, assignment, and, due date, and page numbers. Headers and Footers are modeled in any handout I give to the class. Please review class handouts or ask me if you are unsure about what goes in the header/footer section, or how to add a header/footer.

Introduction (Claim) (1 Point)

Claim: What **Claim** was made, or what was the hypothesis, that tried to answer the question? Summarize the claims of your topic, within the context of your resources. Items that should be included in your section Introduction are bullet-pointed below:

- Describe your topic and the factors that contribute to it. What question did the study address?
- What was the scientists' claim made to answer their questions?
- What is your motivation for choosing this topic? Why should anyone care?
- Identify and describe a global issue or event created by the experiment/event
- How does the global issue affect humanity at a local and global level?
- How can your topic affect humanity or a specific species long term?

- You may want to include charts, tables, or figures to help explain your descriptions. Properly cite any figure that is not your own.

Methods: How was the hypothesis/claim tested? What did the scientists do to test the claim? (1 Point)

- Briefly describe the theory, the basic science behind your topic. What was the overall goal of the study?
- Summarize the study and/or experiment. Only summarize what you understand.
- Include the **REASONING** as to how the study supported the claim/hypothesis.
- You may want to add images and figures to help you explain the study better.
- Remember to cite any image, or thought, that is not your own to avoid accidental plagiarism. If you do not know the specific author/photographer from a website source, include the website's ULR (Universal Resource Locator) and the date you obtained the image with your references.

The items below may be beyond the scope of your current understanding. Only include what you understand. You may generalize content you do not fully understand.

- What data was collected?
- How was the data collected? Or, what were the procedures for collecting the data?
- Describe the apparatus, material used, number of trials, or any procedures used to obtain the data.
- How was the data used? Often, the data is not the goal of the study. Data may be used to calculate or determine the goal. Describe, as much as you understand, of this process.

For example: We may measure the acceleration (a) of a moving object to calculate its force (F), if we know its mass (m). Our data is acceleration, but our goal is to find force, $F = ma$. The data was used in Newton's 2nd Law to calculate the force, by first measuring the objects acceleration, where we knew the object's mass.

- Define concepts, equations, and other parameters that contribute to this issue. Only describe as much as you can understand of any equation or concept.
- If there is a portion of the experiment you do not understand, explain as much as you can grasp of the material; you may state you do not understand the further details of an equation, or procedure.

For example: If Linear Regression was used to determine a parameter/variable, you may state the scientists used a mathematical procedure called Linear Regression to determine a trend, without explaining the entire equation further.

Results (Evidence): Describe, or list, the overall **Evidence**, or the **Results**, or **Data**, and or **Observations** from the experiment/study (testable claim). **(1 Point)**

- What was the Evidence/Data/Result found by the scientists' experiment/study that helped support the scientists' claim?
- Describe what was found or observed by the investigation/research. Just report the facts.
- Numbers, charts, tables, maps, and images may be helpful to illustrate the findings, again cite images that are not yours.
- Briefly summarize what the scientists report, overall and the general meaning of the data.
- You can state the scientists' and your own conclusions, based on these results, in the next sections.

Conclusions (Reasoning and Rebuttal): Explain how the Evidence and concepts related to the claim? Explain what the Evidence//Results/Data mean. Was the Claim proven? If so, to what extent was it proven?

Items that may be included in the Conclusion section are bullet-pointed below: **(1 Point)**

- Did the Evidence/Data/Results answer their questions in the way they expected?
- If the scientists report percent errors to support how well their data supported their claims, report this too.
- You may also want to include charts, tables, and any supporting numbers and images to support what was stated, with proper citations.
- Did the scientists' results contradict, their hypothesis/claims?
- Were there any studies, that you are aware of, that contradict this study?
- If there are any opposing views to your research/experiments describe them and your thoughts to the opposition.

Discussion: Further connect with your summary of your research. **(1 Point)**

- How is the study received currently in our era? Explain why you think so.
- Describe the similarities and differences the local and global communities and explain why you think these similarities and/or differences exist.
- Often there is good and bad with anything, including scientific experiments and studies, regardless of the intentions. Discuss the ethics of the event/experiment/study. Describe and explain the benefits and disadvantages of this study's impacts, globally, and locally.
- Based on your evidence of advantages and/or drawbacks to your study, should this study continue, be revised, or be aborted? If you would revise, explain how as well.
- What did you find most interesting about this topic? Why?
- What further questions does your research raise for you? Why?

Point Distributions on the Next Page Below

References (minimum of 2 in APA format)

(Minus 1 Point for Each Missing Reference)

- One reference must be from a PEER REVIEWED SCIENTIFIC JOURNAL
- The second reference must be from a PEER REVIEWED SCIENTIFIC JOURNAL
- Any additional references may be from any source like newspapers, internet, or Peer Reviewed Scientific Journal articles.

Spelling and Grammar count (Minus up to 0.75 Point if Illegible)

- Less than 5 spelling and/or grammar errors = 0-point deduction.
- 5 – 10 spelling and/or grammar errors = 0.25-point deduction.
- 11 – 15 spelling and/or grammar errors = 0.5-point deduction.
- More than 15 spelling and/or grammar errors = 0.75-point deduction
- The Writing Center is available to help preparing your assignment (B-200)

On Time: Due Date _____ TBA _____ (Minus 1.0 Point if Late)

- Completed _____ paper submitted _____ on _____ your _____ ePortfolio within the Assignment Section
- Completed paper submitted in the Assessment Section of ePortfolio
- **Late papers may lose 1.0 point of the total paper grade.**

Reminder: This final research paper is worth 5% of your final grade. The research paper assignment is worth a total of **20% (or 20 Points)** of your final grade and is broken down as follows:

- 1. CERR Worksheet (one peer reviewed science journal article) (3 Points)**
- 2. CERR Worksheet (a second peer reviewed science journal article) (3 Points)**
- 3. Global Learning Worksheet, which should be done after reading all research sources. (4 Points)**
- 4. The Power Point Presentation (5 Points)**
- 5. The Final Research Paper (5 Points)**

First Year Seminar-Course: Section:
Research Paper Development CERR Worksheet

Name: _____
Due Date: TBA

This Assignment is Worth 3 Points, of 20 Points, of the Research Assignment
Complete 2 CERR worksheets to earn a total of 6 points

This worksheet will help you analyze your research references using the CERR method to help you write your final paper. The components of the CERR method (Claim, Evidence, Reasoning, and Rebuttal) should be included within the sections of your paper (Introduction, Methods, Results/Data, Conclusion/Discussion). How to include the components of the CERR method in your final paper is explained in the Research Paper Guidelines document, which was posted on Blackboard. You will also see the section name in parentheses before the prompt to guide you on this worksheet. For example, (Introduction) indicates the information you entered should be written within the Introduction section of your paper.

You are required to use at least two references for your research paper; one must be from a peer reviewed scientific journal. You are required to submit two of these worksheets, one for each reference. However, you are encouraged to use more than 2 references to help you better understand your research topic. Make sure to reference all the resources you use at the end of your paper using APA format.

Word-process your responses in the spaces provided below. Your responses do not have to be complete sentences. You may briefly describe, list, or bullet-point your responses with 2 – 4 details. While you do not have to add figures and diagrams in this assignment, you may want to consider adding these components in your final research paper to support your responses. Save this document as CERR Worksheet 1 (or 2) and add your name (use a Word or PDF file). For example, "CERR Worksheet 1 APadilla.doc". Upload your document to your ePortfolio under assignments. You may add as many pages as you deem necessary.

(Introduction)

Briefly discuss the overall subject of your article. Include the question asked by your article's study. **(0.25 Points)**

(Introduction)

Claim: What **Claim** was made, or what was the hypothesis, that tried to answer the question? **(0.5 Points)**

(Methods)

Reasoning: Describe how the study supported the testable claim. Or, explain why the method of this study was appropriate for this topic's issue. **(0.5 Points)**

(Results)

Evidence: Describe or list the results, data, and/or observations from the article's study. **(0.5 Points)**

(Conclusion)

Reasoning: Explain how the evidence and concepts related to the Claim? Was the Claim proven? How well was the Claim proven and made? Look for percent errors and any numbers and charts that will support the conclusion. **(0.5 Points)**

(Conclusion and/or Discussion)

Rebuttals: Were there any oppositions, or drawbacks, to this topic's claims, remedies, and/or strategies? Any oppositions, or drawbacks, could come from other resources or may be stated within your article. Rebuttals may arise from the study's technique and technology uses, ethical issues, or even the issue itself; for example, there are entities that do not believe in Global Warming. You may choose to consider practicality and/or socio-economic consequences to address any rebuttals. **(0.5 Points)**

(References)

Reference your article using APA format. **(0.25 Points)**

This Assignment is Worth 4 Points, of 20 Points, of the Research Assignment

Understanding the Global Issue of Your Scientific Topic

Your research paper topic is required to be a scientific topic that relates to Global Warming/Climate Change. This assignment is designed to help you start thinking about your topic from a Global Learning perspective.

By now you should have analyzed your resources using the CERR worksheets. Now, from what you understand about your specific topic, describe its global relevance by responding to the prompts below. Word-process your responses below each question. While you do not have to add figures and diagrams in this assignment, you may want to consider adding these components in your final research paper to help you support your responses.

Directions: Write 2-3 details and examples as evidence of your responses and answers.

1. Identify and describe a global issue or event created by the subject of your study. **0.5 Point**
2. How was the issue received locally? For example, Hurricane Katrina may have affected the wealthy residents of Louisiana differently from its working class and poorer residents. **1.0 Point**
3. How was your study's issue received globally? Describe how the topic's issue affected the scientific community, and/or the general public. What was the political climate around the world during the time of your study? For example, Hurricane Katrina affected residents differently compared with politicians, scientists, and Americans nationwide. If you could not find explicit evidence, draw conclusions from your research. **0.5 Point**
4. Describe the similarities, and differences between the local and global communities affected by your study's issue and explain why you think these similarities and/or differences existed. **1 Point**
5. Often there is good and bad with anything, including scientific experiments and studies, regardless of the intentions. Discuss the ethics of your study. Describe and explain the benefits and disadvantages of your experiment's impacts, globally and locally. Is there any bias to conducting such a study? Would outcomes benefit only the privileged few, or would the study and its outcomes benefit all? **1.0 Point**
6. Based on your evidence of advantages and drawbacks to your experiment, in terms of ethics, should your experiment continue, be revised, or be aborted? If you would revise, explain how as well. **0.5 Point**
7. How would the study of the issue be received in the past, like during your grandparents' generation? Explain why you think so. **0.5 Point**

This Assignment is Worth 5 Points, of 20 Points, of the Research Assignment

Power Point Presentation based on your Research Paper Template

Part of your research assignment is to present your findings in class via a Power Point presentation. Use the prompts below to help you develop your slides.

Note: You must present your work to receive credit. You will only lose points if you do not present your work or have missing sections; see page 2. Feedback will be given after your talk to help you improve your presentation's content and style.

Guidelines:

Your presentation should be 3-5 minutes, which is about 5 – 10 slides (including image/charts/figures). Highlight the most important components of your paper. Use the content you put on the presentation slides to guide you through your talk, like cue cards. You want your audience focused on you, not on reading the slides. Hand cue cards are not allowed.

- Use large fonts, use bullet points, not necessarily complete sentences (3 – 5 bullet points per slide). As you go through you slides, complete the content of the bullet points and/or clarify the bullet points, as you speak.
- Keep your slide backgrounds simple; don't use loud or distracting colors, keep fonts simple, use black font.
- Use pictures, figures, charts, and graphs to help you explain your points (make sure they are large enough to be visible to your audience)
- Your presentation is a visual outline of your research. Use your CERR Worksheets and Global Issue Worksheet to help you develop your presentation.
- Practice your talk, so you can memorize the contents and learn how to time your slides, so your presentation is not too long, or too short. Do not continuously read your slides, look at your audience while you speak.
- Below is a list of prompts for your presentation. Tell a story, but a short story. You do not necessarily need to include everything from your research on your slides, decide what is the most important information for each section of your presentation (Introduction, Methods, Results, Conclusion/Discussion).
- Only put things on your slides that you can explain.
- At the end of your presentation we will discuss your presentation as a class. Be prepared to answer questions about your slides' content and to receive overall presentation feedback.

Presentation Prompts Follow on the Next Page

Introduction (Minus 1 Point if this section is missing)

What was the question asked by your article? Describe the basics of the scientific concepts, methods, and ideas about this topic. Briefly describe why you care and/or why anyone should care. State the global impact of your research topic.

What **Claim** was made, or what was the hypothesis, that tried to answer the question?

You may want to include an image or figure to get your audience interested in what you are about to explain.

Methods (Minus 1 Point if this section is missing)

Reasoning: How was the topic studied/what was the experiment? Describe the basics of the scientific concepts, methods, and ideas about this topic, maybe add an equation, if you can easily explain it.

Use of diagrams, images of the apparatus, or any illustration to clarify the concepts are helpful.

Results (Minus 1 Point if this section is missing)

Describe, or list, the **Evidence**, the Results, data, and or observations from the experiment, (testable claim)

Use of charts, graphs, figures to help clarify data are helpful.

Conclusion (Minus 1 Point if this section is missing)

Explain how the Evidence and concepts related to the claim. Was the Claim proven? How well was the Claim proven and made? Look to present any numbers, percent errors, and charts to support the conclusion. Summarize the study and describe the impact of the data.

Rebuttals: Is there any opposition to this topic's ideas, remedies, and/or strategies? Strategic opposition could be in the form of technique used for the study. Ethical opposition may be due to a remedy's costs, where only the privileged few benefit from possible positive outcomes. You may want to consider practicality or socio-economic consequences to address any rebuttals.

References/Acknowledgements (Minus 1 Point if this section is missing)

List your references, content and figures, that are not your own.

First Year Seminar: Course-_____ Section-_____ Name: _____
Power Point Presentation Guidelines Due Date: TBA

Upload your Presentation to your ePortfolio in the Assignments section
24 hours before presentation day (TBA)

Power Point Presentation Rubric

Your topic must be a math or science GLOBAL ISSUE. This presentation is to be based on one of your research summaries.

	Criteria	1.0 Point All Criteria Met	0.75 Missing one criterion	0.50 Missing two criteria	0.25 Missing more than 2 criteria
Introduction	<ul style="list-style-type: none"> Well defined research question & claim stated Motivation for question given Background science discussed Global issue stated 				
Methods	<ul style="list-style-type: none"> Describe your articles' research methods (summarize methods) Describe reasoning behind the method 				
Results	<ul style="list-style-type: none"> What is the evidence of the study? Explain some data that resulted from the study (Evidence) 				
Conclusion Discussion	<ul style="list-style-type: none"> What does your study mean in terms of the question asked? Any rebuttals to the claims? What other questions does this study raise for you? 				
Overall Presentation	<ul style="list-style-type: none"> Well organized Visually easy, not too many words, Good use of figures Projects voice well/held audience attention Able to answer questions effectively Within time 3 – 5 min 				

Score Presentations for Each Category (0.25 – 5.0) Based on Rubric Above. Then Add Points in Score Column.

