Problem-Solution Presentation

**Project Summary**: The purpose of this assignment is for students to demonstrate their ability to construct and deliver a meaningful **problem-solution** presentation that defines a problem and its negative effects, reflects on possible solution, and provides the most effective solution(s) to a universal teen issue, an issue of societal concern, or a local concern.

**Presenter’s Purpose**: The purpose is to be informative and analytical in establishing the problem-solution relationship. (problem defined, negative effects presented, solution to effects explored, primary solution offered)

**Presenter’s Role:** Using the sources and research utilized in your evaluation of the issue chosen, each student will employ his/her familiarity with the topic to offer possible solutions and practical coping strategies and settle on one primary strategy.

**Audience:** You will be delivering your presentation to your classmates and instructor.

**Form:** This will be a timed presentation that includes an extensive use of visual elements. Although there are three sets of FCAs, you are essentially creating **two “artifacts”** that are key components to your presentation: a **PowerPoint presentation** and a **hardcopy outline with notes** of your **presentation plan**. Your presentation should around 4 **minutes** in length and include a **minimum of 10 slides**. (1 intro/hook, at least 2 per section—defining the problem, effects, solutions, and closing solution—and one conclusion)

**Focus Correction Areas: (See attached rubrics)**

**Procedure**: The steps involved in the process are threefold:

* Planning the content
* Creating a visual
* Delivering the message

Use the attached rubrics to address each element.

**EXPECTATION NOT INCLUDED IN RUBRIC: AT LEAST 3 “ACCORDING TO…” STATEMENTS FROM RESEARCH ARE INCLUDED. (Minimum of 3 sources)**

**--15 % OF GRADE IF MISSING FROM FINAL PRESENTATION**.

**Presentation Method:** research content into presentation

FCA 1: Condense research content into main ideas and key details for presentation text.

Distinguish necessary and unnecessary text. **10 pts.**

FCA 2: Introduction uses and engaging hook technique while also presenting problem to be

addressed and clincher addresses significance of topic/solution. **5 pts.**

FCA 3: Explicit and effective transitions between slides and/or concepts **5 pts.**

FCA 4: Within presentation, visual aids are used as a non-linguistic representation of information rather than merely decoration. **10 pts.**

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| --- | --- | --- | --- | --- |
|  | Super 5 or10 pts. | Good 8 or 4 pts. | Ok, but not quite there 6 or 3 pts. | Needs much more 4 or 2 pts. |
| Condensing research | Research is effectively condensed with necessary key ideas represented | Evidence of necessary key ideas that are necessary | Some evidence of effective research and ambiguous text | Overall ineffective rendering of research content |
| Introduction | Highly engaging hook and clincher which connect the audience to the topic | Hook and clincher clearly establishes the topic and provokes interest | Hook and clincher establish the topic and somewhat leads the audience into its significance | Topic remains ambiguous. Relevance to audience is lacking. |
| Transitions | Transitions between concepts are meaningful and effective | Transitions between concepts are mostly effective | Some transitions are absent or unclear | Significant lack of transitions and clarity between ideas |
| Visual Aids | Visuals are effectively utilized to convey layers of meaning | Most visuals enhance meaning of presentation | Some visuals lack clarity of purpose or relevance | Visual elements do not effectively expand the topic |

Comments:

**Presentation Plan:** timing, gestures, supporting details, visual aids

FCA 1: Content is deliberately managed by breaking it into timed sections. **4 pts.**

FCA 2: Demonstrate skill of verbally expanding beyond written or visual text in presentation.

**6 pts.**

FCA 3: Multiple gestures are described within plan at key points. **4 pts.**

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| --- | --- | --- | --- | --- |
|  | Super 4 pts. | Good 3 pts. | Ok, but not quite there 1 pts. | Needs much more 1 pt. |
| Content | Deliberate and effective sectioning of content | Content is deliberately sectioned and mostly organized | Somewhat unclear organization of material | Lack of organization detracts from the effectiveness of message |
|  | 6 | 4 | 3 | 2 |
| Verbal Expansion | Verbal expansion of slide materials remains effective and significantly enhances message | Verbal expansion mostly serves to enhance the message | Verbal expansion somewhat contributes to overall meaning but lack development | Verbal expansion consistently underdeveloped and unorganized |
|  | 4 | 3 | 2 | 1 |
| Gestures | Presentation utilizes at least 4 deliberate gestures for effect | Presentation includes some deliberate gestures for effect | Inconsistent use of gestures | Gestures are somewhat distracting or inappropriate |

Comments:

**Speech:** body language and vocal awareness

FCA 1: Dress, posture, and gestures enhance delivery of information rather than distract

presentation. **4 pts.**

FCA 2: Volume and rate are appropriate for audience and room. **4 pts.**

FCA 3: Inflection engages audience with information. **4 pts.**

FCA 4: Use of fillers or weak connectors are not consistent enough to distract audience from

presentation. **4 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Super 4 pts. | Good 3 pts. | Ok, but not quite there 2 pts. | Needs much more 1 pt. |
| Poise | Dress, posture, and gestures effectively enhance delivery | Dress, posture, and gestures somewhat enhances delivery | An aspect of dress, posture, and gestures sometimes detracts from the delivery | Dress, posture, and gestures significantly detracts from delivery |
| Volume and Rate | Volume and rate of presentation is deliberate and clearly managed | Deliberate effort to control volume and rate are present and overall effective | Deliberate effort to control volume and rate are present and somewhat effective | Volume and rate appear unaddressed and ineffective |
| Inflection | Variation of inflection appropriately enhances audience awareness | Variation of inflection somewhat enhances audience awareness | Inconsistent use of variation and inflection | Variation and inflection are significantly lacking from presentation |
| Flow | Presentation is largely free of fillers and distracting language | Presentation is somewhat free of fillers and distracting language | Some fillers and weak connections distract from presentation | Significant use of fillers and distracting language |

Comments: