



#HavPassion Project

Table of Contents:

[Project Description](#)

[Participation Disclosure](#)

[Expectations and Requirements](#)

[Brainstorm](#)

[Preparing Your Project Pitch](#)

[Proposal Rubric](#)

[Why Blog?](#)

[The Interview](#)

[Mentors and Mentoring](#)

[Conferences](#)

[Crafting Your TED-Style Talk](#)

[#HavPassion Project Holistic Grading Criteria](#)

[Holistic Grading Criteria](#)

10th Grade Honors English
Research Project
Ms. Jennifer Ward
Haverford High School
Havertown, PA

You have this page. Use it to depict your understanding of “passion.”
Consider researching the definition and etymology of passion.
Reflect on the ideas and issues that you are passionate about.

You have 8 ½ x 11 inches to share your passion. How will you do it?

Be creative.

- Try [Canva](#) or [PiktoChart](#) to create a stunning visual.
- Use [Tagxedo](#) to craft an image using words.
- Take a picture of your passion and use [Aviary](#) or [Pixlr](#) to alter your image.

What is passion?

Project Description

WHAT IS #HAVPASSION ALL ABOUT?

The basic premise of our #HavPassion project is that it is student-driven, passion-based inquiry research. The idea behind this project started with Daniel Pink's book [Drive](#). Pink, a former speech writer for Al Gore turned author, cites an idea that started with the 3M company and was expanded by Google. Google encourages its employees to spend one day each work week, 20 percent of their work time, focusing on their own projects. Why? It turns out that when people have autonomy over their work, time to master their skills, and a clear purpose, they are more motivated to learn. And scientific studies and research supports this claim. In fact, Google's philosophy of 20 percent time is how we have Gmail!

DISCOVER ★ QUESTION ☆ REFLECT ★ TRANSFORM

THE PROJECT

What do you want to learn? Each Friday during the second quarter we will be using our time to research the topic of your choice, an idea you are passionate about. Your goal is to become an expert on that topic. But this project is not just about researching...it is about doing something with what you learn. To complete this project successfully you will:

1. Pick a topic you are passionate about, something you want to learn. You may work alone or in small groups of no more than four students.
2. Find a book on your topic to guide your learning.
3. Pitch your project idea in a project proposal to the class for topic approval. You will submit both a written proposal and produce a video proposal to be posted to our class site for our community of learners to vote on.
4. Connect with an expert on your topic to interview.
5. Blog each Friday reflecting on your progress. Each post should also incorporate reflections on how your selected book is guiding your research.
6. Produce something - a presentation, a writing piece, a show, something tangible - that you share with people outside of our classroom.
7. Reflect on what you have learned in a TED-style talk.
8. Share all of your work on your online portfolio.

This is not simply a research project. Once you've finished the research phase of this project, you must do something with your new found knowledge. Students will be creating products and presentations (either individually or in small groups) that will extend beyond the classroom, such as documentary videos for H-Vision, web pages, pamphlets, newspaper or magazine editorials, an article for the *Fordian*, letters, public speaking presentations, fund raising, music, plays...or whatever you can think of to best make our community aware of your research topic. The idea is to reach an audience outside the doors of our classroom in order to share your research. Need some inspiration? [Here you go!](#)

You will turn in assigned pieces along the way for teacher consultation and evaluation, but you will not receive a grade for this project until the very end of the course. In this way, you will be given many opportunities to utilize peer, self, and teacher revision to help you bring each piece of this project up to publishable quality. This is the culminating writing assignment for the course, and as such, it should represent your very best work.

Participation Disclosure

So, what is Ms. Ward passionate about? Teaching, of course! In fact, I will be completing my own #HavPassion project while students complete theirs. I am in the process of researching strategies for teaching research writing skills to secondary students. As part of this research, I will be asking students about their writing and research experiences through [an online survey](#) and through personal interviews. Through the survey, interviews, and review of student work done in our class, I am hoping to learn more about the student experience of completing both traditional research writing as well as completing our #HavPassion research project. In researching what students learned from these research writing experiences in our tenth grade English course, I hope to clarify the strategies that most effectively help students develop and practice critical analytical research and writing skills. My goal is to present my findings as [a conference presentation](#) in January 2015 in addition to writing up my work for publication in an educational journal.

I am seeking your permission to include your survey and interview responses as well as portions of your research writing in my own research. All identifying student information will be disguised in order to maintain the student's confidentiality for purposes of publication. Participation in this research is voluntary, and anyone who agrees to participate is free to withdraw from this research at any time with no penalty. In order to participate in this research, I am asking for both student and parent consent, which both student and parent can indicate by printing out this page and signing this letter.

Should you have any questions about this research, please do not hesitate to email me at wardhhs@gmail.com or call me at (267) 536-9273. Thank you for your consideration.

Sincerely,

Ms. Jennifer Ward

We grant permission for _____ to participate in Ms. Ward's research on student experiences with research writing. I grant Ms. Jennifer Ward permission to include my survey and interview responses as well as portions of my course work in conference presentation materials and journal publication. I understand that my participation is voluntary and that I may choose to end my participation at any point. I understand that my name and information will be kept confidential.

Printed name of student:

Printed name of parent:

Signature of student:

Signature of parent:

Expectations and Requirements

This multi-step assignment will require a great deal of organization and planning. You will be given the opportunity to revise each step before turning it in for your final grade. You will be asked to turn in final copies as well as rough drafts for each of the major steps of this project. Use the calendar of dates to help you keep track of each of the steps explained below.

PROJECT PROPOSAL AND PITCH (20% of grade) DUE: Tuesday, November 25th

Students will submit a one to two page, double-spaced, typed project proposal that answers the following questions: Why are you interested in this particular topic, What question are you hoping to answer through your research, What will you need to research, Where will you find the expert and information you need; and What is your action plan? In addition to the written proposal, the student will turn the proposal into a video pitch (less than 2 minutes) to be posted to our class website.

WEEKLY REFLECTION (20% of grade) DUE: end of class each Friday

Each student will select a book to guide their research project. Students can use time in class Friday to read their selected book, but reading must also be done outside of class. Each Friday students need to post a blog entry that reflects on the progress being made toward the project's goals and incorporate significant reflection on how their selected book is helping to guide their learning. Blog entries will also share reflection on the process of mentoring elementary students on their research projects. Each blog entry must be a minimum of two substantial paragraphs.

THE INTERVIEW (20% of grade) DUE: Friday, December 12th

Students will need to connect with and interview an expert on their research topic. Students will submit between 7-10 well-worded interview questions to the teacher prior to meeting with their expert. Once approved, the student will meet with the expert, making sure to ask permission to use and/or record the interview. The student will post a two page reflection on the interview and information learned along with any supporting information (video or audio recording) to their project blog.

PRODUCT (20% of grade) DUE: Friday, January 9th

Your final product can be completed individually or in small groups. The most important aspect to consider when planning your final product is that you choose a product type that will be effective in reaching your identified audience. You may produce a website, a public service announcement for H-Vision, a documentary film, a public speech or presentation for another class or venue, an informational binder/resource for public use, a fund raising campaign, etc. The product will be evaluated on quality, reflection of research, and effect on audience. The expectation is that you will create and distribute a product to an audience outside of our classroom.

PRESENTATION TALK (20% of grade) DUE: Tuesday, January 13th

What have you learned? In a TED-style talk, students will reflect on what they learned during their research process. Speeches will be approximately five minutes in length and incorporate a visual component that supports the presentation but does not heavily rely on text. Each research group will carefully prepare and practice their presentation before delivering it in the auditorium to fellow students, teachers, and parents.

FINAL PROJECT FOR GRADING: DUE: Friday, January 16th

Revisions will be made to the proposal, blog posts, interview reflection, speech, and product prior to the final due date. Students will turn in their work via their online course portfolio. The final project will be graded using the holistic rubric on the following page. Projects will NOT be accepted after this date.

Brainstorm

What have you always wanted to learn about, but so far, haven't had the opportunity? Would you like to learn about photography from an expert? Do you want to teach elementary students French? Are you interested in raising money to help those in need? This is your opportunity to research something you are passionate about. But there are a few guidelines. **Complete questions below as part of your initial brainstorm.** Your project may change from this, but you need to start somewhere!

Motivation: What is the inspiration for this project? Why did you choose this project? Why is it important to you?

Topic: What is the background of your topic? Find some research online about your topic. What do others have to say? Summarize what it is that you would like to learn.

Issue Analysis: Hopefully you've thought about something for which you have a need. What is the need- what is the gap you are filling in your life/school/community? Where is the niche your project will fill? How can you improve the topic/area/situation/field?

Objective: What is your goal in one sentence?

Mentors: You will need to find a book on your topic to guide your learning as well as an expert to interview.

- Book and author
- Potential person to interview

Action Plan: This is where you plan the details of the project.

- What will be done?
- When will it be done?
- Who will do it?
- How much will it cost?
- How will you determine if you are making successful progress?

Preparing Your Project Pitch

While the form and style of proposals vary widely, proposals are a way to help others understand what motivates you to undertake a particular project. As an example of scholarly and academic writing, a good proposal blends the best elements of informational, persuasive, and narrative writing styles. You must be keenly aware of who your audience is and what he or she may be looking for. Your task is to convince Ms. Ward and the students in our class that your project deserves support.

THE STRUCTURE OF THE PROPOSAL:

You will need to type a one-two page formal project proposal before beginning any in-depth research into your topic. Your project proposal or pitch will be done in two parts - a written component and a video to be posted to our class site. Your written project proposal will be typed in paragraph form using MLA formatting style.

In order for your proposal to be accepted, you will need to address the following questions:

- 1) **Why are you interested in this particular topic?**
- 2) **What question(s) are you hoping to answer through your research?**
- 3) **What will you need to research?**
- 4) **Where will you find the expert and the information you need?**
- 5) **What will the outcome/product of your research be?**
- 6) **Why is this a viable topic?**

Successful proposals:

- Identify a **specific, limited, and viable** research topic. The student has selected an issue that he or she can both learn something about through research as well as create a product to share with our larger community.
- Identify a clear and focused research question.
- Present the rationale for the research project in a well-organized and clearly structured proposal that answers the above research questions in paragraph form. You will organize your proposal like other expository writing assignments - capture your reader's attention with a solid hook sentence, your thesis is your focused research question, and your body paragraphs should persuade your audience why your topic is viable.
- Mention specific research found during the preliminary research process.
- Are written using clear and concise wording.
- Utilize appropriate scholarly and persuasive diction in order to convince the reader that the topic selected is worthy of study.

Research proposals that do not succeed are ones that:

- Lack organization and structure
- Lack focus on a specific culture and/or problem
- Identify a topic that is too vague or too broad to actually research
- Are repetitive and verbose
- Fail to mention viable research
- Fail to stay focused on the research question
- Fail to develop a coherent and persuasive argument for the proposed research
- Provide too much detail on minor issues, but not enough detail on major issues
- Ramble, using too many examples without a clear sense of direction
- Fail to follow MLA formatting style
- Do not demonstrate evidence of both editing and revision

THE WRITTEN PROPOSAL:

I. The Introduction

- Begin with a creative hook - an startling statistic, a quote from a person affected by your topic, paint a scenario with your words
- Give some background on your topic
- Why is this topic important to you
- What questions are you hoping to answer through your research (this is the thesis of your proposal worded as a question)

II. Body of your Proposal

A. What will you need to research?

- What sort of background on your topic will you need to understand?
- What do you already know but need more information?
- What will you need to know in order to do something with your research?

B. Where will you find the information you need?

1. What specific books, magazines, and other print resources can you use as guides? This is your place to mention the specific book you will use to guide your learning.
2. What expert will you interview? Why is he or she an expert?

C. What will be the outcome of your research?

1. What will you have to show at the end of your research?
2. What will your product be?

III. Conclusion

A. Why is topic viable?

THE VIDEO PITCH: [Check out some videos from previous students](#)

Once you've completed your written proposal, you will turn your proposal into a video pitch. The video pitch will be organized in the same way as the written proposal; however, you have the freedom to produce your pitch in a way that makes the best sense for your topic. You can elect to screencast a slide or Prezi presentation or you may want to record yourself talking - it is up to you. Your video pitch should

- engage your viewers with use of appropriate images and design elements,
- present your idea in a professional, well-prepared manner,
- be under two minutes in length,
- answer the same six questions as the written proposal, and
- be posted to our class website for our class to vote on.

Tools to Consider Using For Your Video:

- [Jing](#) - a free app that allows you to screencast whatever is on your computer screen (and, it is already on the school computers)
- [PowToon](#) - an easy online app for creating animated presentations (also Google add-on)
- [Prezi](#) - an online presentation program. This would be a good first step to putting together your video and then you could screencast your presentation
- [RawShorts](#) - This site is an easy...seriously EZ way of making engaging animated videos.
- [Screencast-o-matic.com](#) - no downloading necessary with this free, online screencasting program. Fast, easy, and awesome.
- [VideoScribe](#) - Have you seen the [RSAnimate videos](#)? Well this app allows you to make videos in a very similar fashion. It can be a bit time consuming, but the results are pretty cool!

What are your classmates researching? Take a peek by going to <http://goo.gl/zCX6cb>

Proposal Rubric

Progress:	Expectations:	Comments:
Proposal Accepted	<ul style="list-style-type: none"> ● MLA: The proposal is correctly set-up using MLA guidelines (1" margins all the way around, header in upper right, name and information in upper left, font, and spacing) ● CONTENT: The proposal identifies a specific, limited, and viable research topic. The student has selected an issue that he or she can both learn something about through research as well as create a product to share. ● ORGANIZATION: The proposal presents the rationale for the research project in a well-organized and clearly structured proposal that captures the reader's attention with a solid hook sentence, presents a thesis focused on a research question, and persuades the reader using well developed body paragraphs. The proposal answers the following questions in paragraph form with specific and detailed responses: <ul style="list-style-type: none"> ○ Why are you interested in this particular issue? ○ What question are you hoping to answer through your research? ○ What will you need to research? ○ Where will you find the expert and information you need? ○ What will the outcome/product of your research be? ○ Why is this a viable topic? ● STYLE: The proposal is written using clear and concise wording. It also utilizes appropriate scholarly and persuasive diction in order to convince the reader that the topic selected is worthy of study. 	
Proposal Provisionally Accepted But Revisions Are Needed	<ul style="list-style-type: none"> ● MLA: The proposal has minor MLA formatting problems. ● CONTENT: The proposal identifies a viable research. However, the topic is not limited enough. The student has selected an issue that he or she can both learn something about through research as well as create a product. ● ORGANIZATION: The proposal is well-organized into paragraphs using the outline provided in the packet. It answers all six of the research questions; however, the proposal lacks specific details and needs to be revised. ● STYLE: The proposal is written using clear and concise wording. It also utilizes appropriate scholarly and persuasive diction in order to convince the reader that the topic selected is worthy of study. 	
Proposal Rejected	The proposal is not formatted correctly, lacks specific details, and does not have a clearly identified research plan.	

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Why Blog?

Because blogging engages a wide variety of readers, an actual audience, establishing your own blog helps writers develop a conversation which both reader and writer can grow from. Comments and varying perspectives from readers can challenge our thinking. You can also make connections with others online who share similar interests and think the same way as you do. Blogging has the potential to become the foundation of your *personal learning network*. So, to make your blog stand out from the rest, try some of these tips:

- Create unique titles for each of your posts,
- Use tags for each post as a means to increase your audience,
- Use images and/or videos that connect to your posts & emphasize/support your points,
- Invite readers to comment and share their reactions to start a conversation,
- Make sure your message and passion for your topic come through your writing,
- Proofread and spell-check to ensure posts represent your best work, and
- Link to other blogs, websites, and relevant research.

Examples of blogs:

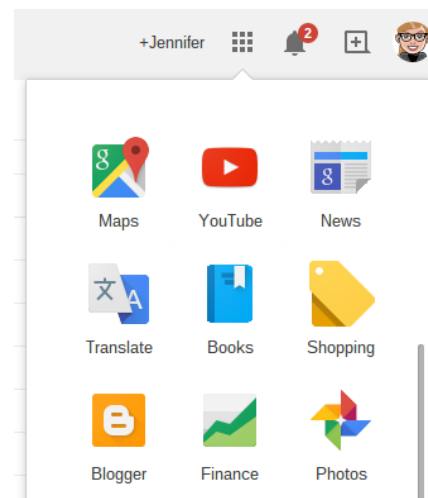
- High school teacher Mr. Provenzano does a similar project with his students. [Check out their inquiry blogs.](#)
 - Mrs. Scheffer's Burlington High School students also blogged about their experiences with 20% time research projects. [Check them out here.](#)
 - Ms. Ward uses her Blogger site regularly. And, she'll be posting her own weekly #HavPassion research reflections [on her site.](#)
-

What Works?

Having looked at a number of sample blogs, use the space below to note what works. What do successful bloggers do to engage their readers? Take into account both written and digital rhetorical choices made on the part of the author.

Getting started:

1. Login to your district Google account and select the orange Blogger icon from the Google menu.
2. Select “Create a new blog” and pick the name, web address, and design template for your new blog. You will be able to go back and change the name and design of your blog later if you change your mind of these details.
3. You’ll then be taken to dashboard for your blogs. You will use the orange pencil icon to start a new post on your blog. The drop down icon that looks like a document will give you a variety of editing options. You will be able to change your blog’s design, layout, add pages, change the settings for who can see your blog and who can comment on your posts, and much, much more!



4. For those students working in small groups on your #HavPassion project, it may make more sense to start just one blog and add each group member as a contributor to that blog. To do this, one group member will follow the steps above, and then click on “Settings” from the drop down menu in the dashboard. Under the “Permissions” tab, you can add contributors to your blog.

Permissions

Blog Authors

	Jennifer Ward	jward@haverfordsd.net	Admin
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+ Add authors

Invite authors Choose from Contacts Cancel

Blog Readers Public Edit

By selecting “Choose from Contacts” you will have access to all the email addresses in our school district’s domain. Simply type in the names of your fellow group members to find and add them as authors to your new blog.

5. Under the “Settings” option, you also have the ability to control who can comment on your blog posts. You are welcome to change this to what you are comfortable with; however, if you want feedback from other readers, you may opt to leave your comments open by selecting “Anyone” but leave the moderation option set to “Always” so that you receive email notification when someone comments on your blog. Their comment will not post to your site until you approve it if you have moderation set to “Always.”

Stats Earnings Campaigns Layout Template Settings

Basic Posts and comments Mobile and email Language and formatting Search preferences Other

Comments

Comment Location ? Embedded

Who can comment?

- ☐ Anyone - includes Anonymous Users
- ☒ Registered User - includes OpenID
- ☐ User with Google Accounts
- ☐ Only members of this blog

Comment Moderation ?

- ☐ Always
- ☐ Sometimes
- ☒ Never

Show word verification ? Yes

Show Backlinks ? Hide

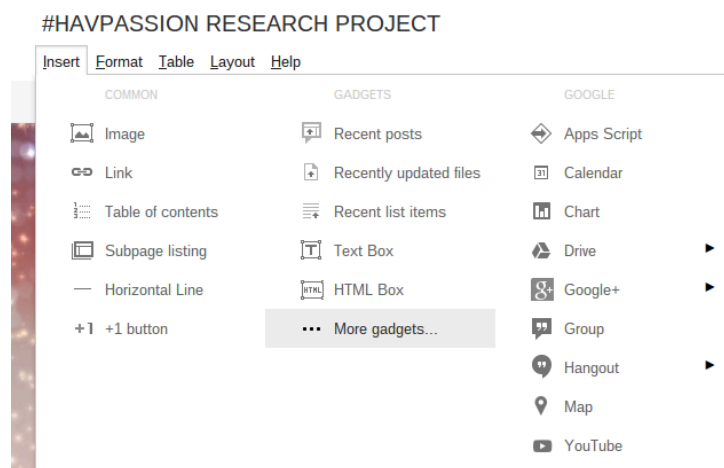
Comment Form Message Add

6. Posts refer to your weekly written reflections. Pages are static tabs, pages that once you put them together won't change much. You might put together a page on your blog that lists links to all the research sources you have found. Or perhaps you will add a page that links to your pitch video. Consider what information your readers might need to understand your weekly blog posts.
7. Your blog can be as simple or as connected as you would like it to be. You may decide to add all the elements of your project to your blog or simply use your blog as a way to record your weekly reflections. The choice is yours!

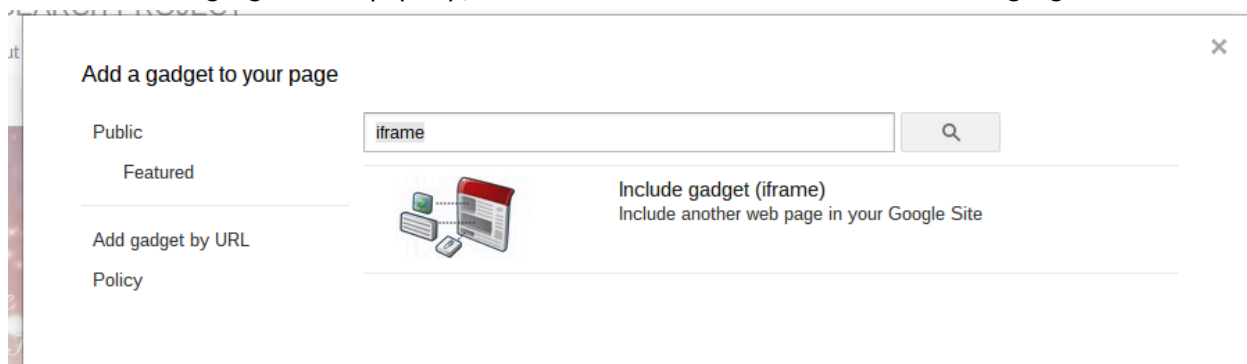
Embedding your blog in your Google Site portfolio:

Navigate to your #HavPassion Research Project tab on your online portfolio. Click the pencil icon to edit this page. When you first edit this page, you will notice that it contains directions for what should be included. However, this text is not written for your readers. You may want to reword the text at the top of this page so that readers of this page will understand what you have linked.

Once you have started your blog in Blogging, you can embed your blog into your portfolio. Following your introductory text, click on "Insert" and select "More gadgets."



When the "More gadgets" box pops up, use the search box to look for the "iframe" gadget.



Select the "Include gadget" to help you embed your blog on your portfolio website. You will need to format this gadget so that your blog appears correctly on your website. First, copy and paste your blog's web address into the URL box. Next change your display settings so that the width is set at 100% and the height is set at 1200 pixels. Finally, make sure all three boxes are checked before you select "OK."

×

Add a gadget to your page

URL to content *(required)*

Display scrollbar

Automatic ▾

Display:

Width:

100

percent ▾

Height:

1200

pixels

☒ Include a scrollbar on gadget when necessary

☒ Include a border around gadget

☒ Display title on gadget:

Include gadget (iframe)

View:

Default ▾

OK

Cancel

Preview Gadget

And that's it! Click the blue "Save" button at the top of your page, and you are all set.

The Interview

You need to come up with 7-10 interview questions in advance of interviewing your expert. You and your interviewee will decide the best way to record his/her responses to your questions. You may elect to write down their responses or record your interview using audio or video tools. Following your interview, you will post your questions and responses to your online portfolio site. You will also need to write a two-page reflection on the process of interviewing and what you learned as a result.

9 Tips on Conducting Great Interviews

By Shel Isreal on Forbes.com

April 14, 2012

In my career, I have conducted thousands of interviews, been interviewed hundreds of times and as a media consultant, I have also observed thousands of interviews from a neutral seat. There are a few tips that have worked consistently well for me and perhaps they will help you. I write this from a media professional's point of view, but I think many of these points are applicable to business and employment interviews as well.

1. Start slow, safe and personal.

I usually begin with a question that focuses on the person and not the topic at hand, such as: "Where did you grow up," or "what was your first job out of college?" First off, you relax your subject and you humanize the interaction. This relaxes the atmosphere, starts the conversation on safe ground, and let's you get a sense of the where your subject is coming from. Second, you sometimes get a surprisingly good story.

Many years ago, when Oracle was a startup on a meteoric rise, Larry Ellison was interviewed by a veteran magazine reporter. The subject was corporate strategies related to database software. But the reporter started by asking Ellison where he was born and raised. Ellison known for his aggressive and independent style, revealed that he was raised by a single mom and spent much of his youth on the streets of Chicago. This, for many years, became a key component of the Ellison persona and the Oracle's street-tough competitive style.



2. Coax, don't hammer.



The "shock jock" interviewer may get daytime TV audiences to cheer and jeer, but chances are your audience is too sophisticated and businesslike for such low-rent tactics. I prefer interviews who have the up-close, but soft style that coaxes revealing, newsworthy, useful answers. For that reason, I am a huge fan of NPR's Terry Gross, host of the long-running *Fresh Air*. She coaxes the most revealing content out of her subjects, by adopting a very personal rapport and asking questions, in a "c'mon, you can tell me" style. People tell her the most amazing stuff. I'll bet a few of them later wonder whatever possessed them to reveal certain matters on national television.

CONTINUE READING ON FORBES.COM

Mentors and Mentoring

We have done quite a bit with mentor texts so far this semester. We looked for mentor texts to help us write our “This I Believe” essays and analyzed mentor texts before submitting our work for publication. We will use a mentor text once again to guide our research and learning as we complete our #HavPassion research. We will also connect with an experts on our inquiry topics who will also help to mentor our learning. However, we’ll also become mentors during our research process.

We will be connecting with fifth grade students at Coopertown Elementary School who are currently completing a very similar project. We will be breaking into smaller groups based on your #HavPassion research interest and connecting with students researching similar topics at the elementary level. Through shared Google Docs and using Google Hangout videos to connect, students in our high school class will act as mentors to younger students, helping them think through their research topics and find resources to help them expand their learning. We will share our interview questions and responses with our Coopertown counterparts.

As we blog each Friday, you will incorporate details from your mentorship experiences into your writing. What have you learned from your mentor text, from interviewing an expert, and from being a mentor to younger students?



Conferences

Ms. Ward will be conferencing with students every other week on our progress. You will fill out the log below each time that we confer. Please complete the questions on the right side prior to our conference and use the left side to record any feedback that you received.

Date of conference: A question I have: Ms. Ward, you should know:	We talked about...
Date of conference: A question I have: Ms. Ward, you should know:	We talked about...
Date of conference: A question I have: Ms. Ward, you should know:	We talked about...
Date of conference: A question I have: Ms. Ward, you should know:	We talked about...

Crafting Your TED-Style Talk

Your #HavPassion research project is all about the journey and not necessarily about the destination, meaning that what is most important is what you learned along the way. We are not simply focused on putting together a final paper. In fact, many of you will not write an essay at all! Instead, we will close our #HavPassion research project by reflecting on what it is that we have learned in a TED-style talk.

Throughout our semester, we've viewed a wide variety of TED Talks both in connection with the texts that we have read as well as for inspiration for our daily Writer's Notebook prompts. You can find a collection of those that we have viewed in class at <http://tinyurl.com/tedtalkslist>. Go back and watch them. Think about what makes a successful and engaging TED Talk.

You (and your group) will put together a five minute talk reflecting on:

- what you learned
- how you learned it, and
- what we can learn from you.

[Check out these example videos from previous students.](#)

Your talk will:

- incorporate a visual (slideshow) component that supports your presentation but does not heavily rely on text. Your slideshow will NOT use more than 20 words in the entire visual presentation. You (and your group) will need to make clear and appropriate design choices in order to engage listeners and not detract from the main ideas of your speech. The visual component of the presentation may include video (either produced by you or others), but the video did not exceed 2 minutes in length.
- include citations for images, videos, and/or ideas that come from others and end with an MLA formatted works cited as the last slide.
- be well-planned and rehearsed. Use your talk to describe your project, share the results of the research and interview process, and reflect on what was learned. The reflection component of the presentation is the focal point of the presentation. Spend time developing analysis of what worked (and perhaps what did not) in an engaging way.
- use appropriate verbal and non-verbal communication strategies. Your prosody, stance, use of gestures and facial expressions should all help to advance the main idea presented in the talk.
- record your talk using screencast-o-matic.com (or similar program) in order to allow both a webcam video recording of you as well as your slideshow to show on screen at the same time.

To Do This:

- 1) Put together a slideshow of engaging images and limited words. Use either a Google Presentation or a Prezi.
- 2) Script what you will say. If you are working in a group, each one of your group members must present an equal amount of time.
- 3) Practice, practice, practice!

- 4) Record yourself and your slideshow (your webcam image should show up in the lower portion of the screen) using screencast-o-matic.com.
- 5) Save and share your video to our Google Drive folder.

#HavPassion Project Holistic Grading Criteria

EXPECTATIONS

WRITTEN PROJECT PROPOSAL AND VIDEO PITCH:

(40 points)

- The student posed a thoughtful, creative question that engaged the student in challenging research on a topic of his or her choice. The topic selected contributes knowledge in a focused, specific area.
- The student submitted a one to two page, double-spaced, typed project proposal that answers the following questions: Why are you interested in this particular topic, What question are you hoping to answer through your research, What will you need to research, Where will you find the expert and information you need; and What is your action plan?
- The student submitted an engaging, well produced video pitch that was presented to classmates via our online class site. The video proposal answered all the questions presented in the written proposal in under two minutes. The design and production choices made by the student were well thought out in order to engage our specific audience.

WEEKLY RESEARCH REFLECTION:

(40 points)

- The student selected an appropriate mentor text to use as a research guide for the completion of this project. The student then demonstrated his or her use of this research through weekly reflection blog posts.
- The student completed a **minimum of eight blog entries**, each demonstrating reflection on the progress being made toward the project's goals. Each blog post incorporates significant reflection on how the selected book is helping to guide the student's learning.
- Blog entries included reflection on the process of mentoring younger students engaged in inquiry research at Coopertown Elementary.
- Each blog entry must be a minimum of two substantial paragraphs and incorporate specific details, examples, and quotations from the mentor text.
- Additionally, the student gathered information from a variety of quality electronic and print sources, including databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).

THE INTERVIEW/RESEARCH:

(40 points)

- The student researched and selected an appropriate expert to interview on their research topic. Prior to the interview, the student submitted between 7-10 well-worded interview questions to the teacher. Interview questions are thoughtful, well-researched, and open ended, allowing the interviewee to respond and elaborate with specific details.
- Following the interview, the student posted the raw interview responses (either text, audio, or video file) to his/her online portfolio.
- Using the feedback from the interview, the student posted a two page (minimum of four paragraph) reflection on the interview and information learned along with any supporting information (video or audio recording) to their project blog.

THE PRODUCT:

(40 points)

- The product is a responsible reflection of the ideas and research gathered during the research process. The student effectively and creatively used appropriate communication tools to convey the ideas and conclusions gathered during the research process.
- Product displays creativity and originality.
- The creation of the product took into account the needs, values, beliefs, and ideas of a specific audience. The student produced a product that engages an audience outside of our classroom.
- The student responsibly undertook all the steps necessary to present the product outside of the classroom.
- The student documented all sources (including images, sounds, animations, graphs, information, etc.) used in the product. Sources are properly cited, both in-text and in a Works Cited page. Documentation is error free.

THE PRESENTATION:

(40 points)

- The student planned, practiced, and presented a TED-style talk reflecting on what they learned during their research process. The well-rehearsed speech was approximately five minutes in length and incorporated a visual component that supported the presentation but did not heavily rely on text.
- The visual aid supports the presenter and does not use more than 20 words in the entire visual presentation. The student made clear and appropriate design choices in order to engage listeners and not detract from the main ideas of the speech. The visual component of the presentation may have included video (either produced by the student or others), but the video did not exceed 2 minutes in length. Where images were used in the presentation, they were appropriately cited.

- The verbal presentation is well-planned and rehearsed. The student used presentation time to describe his/her project, share the results of the research and interview process, and reflect on what was learned. The reflection component of the presentation was the focal point of the presentation. The student spent time developing analysis of what worked (and perhaps what did not) in an engaging way.
- While presenting, the student used appropriate verbal and non-verbal communication strategies. The student's prosody, stance, use of gestures and facial expressions all helped to advance the main idea presented in the talk.

Holistic Grading Criteria:

A

- Those projects that earn a top grade are those that go above and beyond the basic components of this assignment. The student, through written analysis and verbal presentations, demonstrates both critical and reflective thinking on his or her chosen topic.
- All pieces turned in demonstrate effort and creativity. The student spent time putting together a quality project.
- All pieces of the project demonstrate editing and revision. The student turns in rough drafts of the written proposal, interview questions, product ideas in advance for teacher and peer feedback, and then used feedback to craft a polished, revised copy of all sections of the project.
- All pieces are free of spelling, grammatical, and mechanical errors.
- All pieces are correctly formatted using MLA formatting criteria.
- All parts of the project are grounded in responsible, well documented, scholarly research.
- All pieces are turned in linked to a neatly organized online portfolio.

B

- Those projects that earn a "B" grade are those that fulfill all components of this assignment. The student, through written analysis and verbal presentations, demonstrates critical thinking on his or her chosen topic, but what differentiates an "A" project from a "B" project is the depth of analysis and reflection. Projects earning a "B" do not fully develop reflection on their research and learning process.
- All pieces turned in demonstrate effort and creativity. The student spent time putting together a quality project.
- All pieces of the project demonstrate editing and revision. The student turns in rough drafts of the written proposal, interview questions, product ideas in advance for teacher and peer feedback, and then used feedback to craft a polished, revised copy of all sections of the project.
- Most pieces are free of spelling, grammatical, and mechanical errors.
- Pieces are correctly formatted using MLA formatting criteria, though some minor documentation error or formatting problem may be present.
- All parts of the project are grounded in responsible, well documented, scholarly research.
- All pieces are turned in linked to a neatly organized online portfolio.

C

- Those projects that earn an average grade are those that fulfill all components of this assignment. The student, through written analysis and verbal presentations, demonstrates some critical thinking on his or her chosen topic, but what differentiates a "B" project from a "C" project is the depth of analysis and development of ideas. Although all components of the project are turned in, many pieces are not fully supported with research, examples, and reflection.
- There is some effort and creativity demonstrated, but more time could have been spent developing aspects of this project.
- Most pieces of the project demonstrate editing and revision. The student turns in rough drafts of the written proposal, interview questions, product ideas in advance for teacher and peer feedback, and then used feedback to craft a polished, revised copy of all sections of the project.
- Most pieces are free of spelling, grammatical, and mechanical errors.
- Pieces are correctly formatted using MLA formatting criteria, though some documentation error or formatting problem may be present.
- All parts of the project are grounded in responsible, scholarly research.

- All pieces are turned in linked to an online portfolio.

D

- Those projects that earn a below average grade are those that do NOT fulfill all components of this assignment. The student is missing one or two components of the project. Many pieces are not fully supported with research, examples, and reflection.
- There is some effort and creativity demonstrated, but more time could have been spent developing aspects of this project.
- Many pieces of the project do NOT demonstrate editing and revision. The student did not turn in rough drafts for one or more of the project components.
- Most pieces are free of spelling, grammatical, and mechanical errors.
- Most pieces are correctly formatted using MLA formatting criteria, though some documentation error or formatting problem may be present.
- All pieces are turned in linked to an online portfolio.

F

- Those projects that earn a failing grade are missing three or more components of this assignment. They do not demonstrate responsible research, reflection, or creativity. Work was not submitted in advance. Instead, the project is hastily assembled and lacks supporting details, evidence, and critical thinking.