Unlike your freshmen year, this semester includes a large team-based project and presentation. The theme is the “Search for Solutions”: specifically, addressing the issue of anthropogenic climate change by different technological solutions.

There are several steps for this project. The first one is forming your teams:

STEP ONE—Team Formation: Form a team of four (4) people. We are giving you the option of creating your own teams, but you have to do so quickly (i.e., before classtime September 17) and properly (i.e., it is four people: not 3, not 5, but 4). Those students who do not assemble a team before hand will be randomly assigned in one in class.

Choose your teams wisely: everyone is expected to contribute to the team, and everyone gets the same grade for it. If someone slacks off or screws up, you all get penalized.

STEP TWO—Picking a Topic: On September 17, the completed teams will be able to choose the topic which they are going to investigate from the list of 15 provided.

Now, actually doing the work!

Each team will be responsible for investigating the pros (benefits of, science behind, etc.) and criticisms (weaknesses of, costs of, criticisms of the criticisms, etc.) of their particular topic. This information is presented in two different formats: developing a fully-referenced wiki on the topic, and presenting your information in class.

STEP THREE—Researching and Writing a Wiki: On the ELMS site for CPSP 218G we will have created a Wiki site. You will find online resources about actually working with the Wiki editing software (Campus Pack Wiki) at http://otal.umd.edu/sites/default/files/CampusPack/wikis.pdf

We suggest the following Wiki pages for your structure:

- Overview of the topic (i.e., what benefit is it supposed to provide to mitigate against or help deal with anthropogenic climate change)
- Science behind the topic (i.e., how is it supposed to work; how would it be deployed; etc.)
- Criticisms of the topic (i.e., potential drawbacks and weaknesses; projected costs of deploying the topic; but also responses if appropriate to these criticisms, etc.)
- Annotated Bibliography
We encourage the use of hotlinks, images, embedded videos, etc., keeping in mind at all times University regulations about plagiarism, proper citations, etc.

All data in your wiki MUST be referenced. (After all, it is almost certainly not the case that you are doing experiments or cost/benefit analyses and the like to develop the information you are describing: instead, you are reporting the results of your research.) Trace your data back as far as possible to the original source: we don’t want to see Wikipedia as a reference!!!! (Wikipedia is a great place to start, but follow the links on Wikipedia to find where they got their information, and cite the original source, not Wikipedia!)

Note that the faculty & TA of SGC will be able to monitor who has contributed to the Wiki. It is important to divide up your responsibilities clearly in the project (for examples, maybe giving each person some subtopic; or some people writing responsibilities, others graphics/illustrations, still other general editors; whatever works for you.)

As you can see, this will take a fair amount of work. **ABSO-FRIGGIN-LUTELY do NOT** put this off until the last minute (i.e., the night or weekend before it is due), because there is no reasonable way you will do a decent job on it in that case, and you will sink together collectively. Also, you absolutely need to get this done prior to/simultaneous with generating your PowerPoint presentation, as that presentation will be condensed from the research you do in the wiki.

The due date for the wiki is whatever day your team gives its presentation.

See the grading rubric at the end of this packet for grading details.

STEP FOUR—Presenting Your Research in Class: On Oct. 17, Oct. 24, Oct. 31, and Nov. 7 we will have four teams per day present the results of their research in class. This will be in the form of a PowerPoint presentation.

Plan for 15 minutes of presentation time. The topics should generally follow this structure:

- Overview of the topic (i.e., what benefit is it supposed to provide to mitigate against or help deal with anthropogenic climate change)
- Science behind the topic (i.e., how is it supposed to work; how would it be deployed; etc.)
- Criticisms of the topic (i.e., potential drawbacks and weaknesses; projected costs of deploying the topic; but also responses if appropriate to these criticisms, etc.)

But feel free to show your creativity. Feel free to examine the following online resources for suggestions on effective PowerPoint Presentations:

http://communication.howstuffworks.com/effective-powerpoint-presentations.htm
http://www.lifehack.org/articles/technology/10-tips-for-more-effective-powerpoint-presentations.html
http://mason.gmu.edu/~montecin/powerpoint.html
We definitely recommend practicing this among your group several times before your presentations.

**NOTE on use of videos:** The point of the presentation is that YOU (the students) are presenting the work, not other people. Therefore, you may have no more than 1 min 30 sec of video with its own soundtrack total in your presentation, or your presentation grade will suffer. However, you **MAY** use videos that you narrate and explain, and you **MAY** link/embed videos in your Wiki to document your material.

Choose among yourself how you plan to present this. Everyone should contribute to the presentation, but you may wish to do this in different ways. For example, you may break the team up into those who design the PowerPoint vs. those who do the presentation in class; or, alternatively, each person may be responsible for certain sections (both for designing and presenting.) **You must provide the faculty & TA of a written or emailed description of responsibilities of each student in your team.** [There is no obligation to use videos, however.]

The due date for the presentation is based on the topic, but will be between Oct. 15 and Nov. 5.

See the grading rubric at the end of this packet for grading details.
Name: ____________________________

Project Topic: ______________________

Team Members: ______________________

GRADING RUBRIC: TEAM PROJECTS

<table>
<thead>
<tr>
<th>GRADE:</th>
<th>WIKI</th>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ (100 pts)</td>
<td>Content is factually correct; Spelling, grammar (English and technical), punctuation, etc. are correct; All required components are answered in sufficient detail; All factual content, figures, tables, and the like are appropriately referenced; References are in appropriate format; All hotlinks are operational</td>
<td>Content is factually correct; Spelling, grammar (English and technical), punctuation, etc. are correct; All required components are answered in sufficient detail; Individual slides, transitions, figures, animations (if any), etc. are effective and non-distracting; Presentation is in a logical sequence; Presentation is completed in a timely fashion. Total amount of video used is less than 1 min 30 sec.</td>
</tr>
<tr>
<td>Check + (90 pts)</td>
<td>Problems with any one of the above items</td>
<td>Problems with any one of the above items</td>
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<tr>
<td>Check (80 pts)</td>
<td>Problems with any two or three of the above items; or one required component insufficiently addressed</td>
<td>Problems with any two or three of the above items; or one required component insufficiently addressed</td>
</tr>
<tr>
<td>Check – (70 pts)</td>
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<td>Problems with any four or five of the above items; or two required components insufficiently addressed</td>
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<tr>
<td>- (60 pts)</td>
<td>Problems with more than five of the above items; or more than two required components insufficiently addressed</td>
<td>Problems with more than five of the above items; or more than two required components insufficiently addressed</td>
</tr>
<tr>
<td>0 pts</td>
<td>Not completed or grossly inadequate</td>
<td>Not presented or grossly inadequate</td>
</tr>
</tbody>
</table>

The baseline grade approach is that all team members receive the same score for the Wiki and the presentation. However, evidence of superior contributions by particular individuals above and beyond the others may be rewarded with a grade increase for that person; similarly, inferior contributions (or no contributions whatsoever) by an individual will result in a downgrading (including a grade of 0 pts for those who make no contributions, and of 60 pts for those who put in only a token effort).