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CPSG101 Science & Global Change
“Impacts of Global Change” Video Team Project

The primary project for the semester will be a team-generated infographics sheet discussing current assessments of the impact of climate change in the present and near future.

PLEASE NOTE: The project this semester is about the *impact* of climate change. It **DOES NOT** concern itself with solutions to that problem. (Solutions are the topic of the third semester).

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

STEP ONE—Team Formation & Topic Sign-Up: Form a team of **three (3)** people. We are giving you the option of creating your own teams.

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

By February 21, each team is required to sign up on ELMS. These categories include examinations of predictions for regional climate change, as well as impacts on biological and economic/social systems. Go to the ELMS page, select “People”, and select the tab “Team Project Groups”. Move your name into the topic you chose.

NOTE: ELMS provides you with your own little dedicated sub-page that allows for Discussions, emails, etc.

STEP TWO—Team Contract:

You will need to have a contract signed and agreed upon by all members of the team that includes contact information and the duties of each person. This is a markable pdf file. Submit the final version on ELMS on **February 21**.

STEP THREE—Annotated Bibliography: In order to fully research the background of your topic, your team will construct an annotated bibliography of at least **eight (8)** different references, at least **five (5)** of which must be from the recent (published since 2018) peer-reviewed literature. (We especially encourage you to use the appropriate chapter of the [6th Assessment Report of the IPCC](#) or other IPCC Special Report as appropriate as a source.) This is due on ELMS on **March 10**.

STEP FOUR—Creating Your Video: The primary delivery of your project will be an approximately 5-6 minute long explanatory video, to be uploaded on SGC’s [YouTube Channel](#). The video will be done as a Zoom recording of a slide session (PowerPoint, Google Slides, Keynote, etc.).

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Each video should contain the following:

- A Title Slide. On this slide, you should have:
 - A Video Title. Typically this should be “Impacts of Climate Change: [your subtopic here]”. So, for instance, “Impacts of Climate Change: Ocean Acidification”
 - Authors’ full names
 - The class name “CPSG101 Science & Global Change First Year Colloquium II”
- Text and figures (charts, graphs, maps, tables, etc.) sufficient to:
 - Explain the nature of your topic: what is the phenomenon (and as appropriate, what causes it)
 - Explain what changes have happened or expected to happen to it in the near future
 - How these might affect people, wildlife, etc.
- In general, the video is probably going to be a series of illustrations with your narrations.
- All facts and figures must be sourced, with the references (including references from the peer-reviewed literature) on the bibliography slide. NOTE: you are not limited to using the exact same sources you used from the annotated bibliography.
- Figure out the best graphics and texts to convey your information: time is some what limited.
- A bibliography of all referenced papers, using the SGC bibliographic style, should be the final slide.

Consider that your video is the equivalent of both a major term paper, and is held up to the same academic standards, as are these. Thus, we expect:

- All items presented to be factual, supported by primary references, and properly attributed
- The text is your own; where you must give a statement in someone else’s words, you must distinctly and clearly indicate that is what is going on
- Correct spelling and proper grammar
- Presentation style appropriate for a university course. Note: that certainly does NOT mean you can’t be creative, use humor, and so forth! Often these can be very effective means of getting your point across.
- Images, video clips, etc., are done so strictly following the “Fair Use” doctrine (<http://lib.guides.umd.edu/content.php?pid=197882&sid=1655342>). In general, it is safest to limit images you use to those from scientific technical publications, government agencies, Wikimedia, and Creative Content sources. And, of course, give proper citation for these
- Remember that a video is primarily a graphics medium: emphasize pictures, with text and narration sufficient to explain them

It is important to divide up your responsibilities clearly in the project (for examples, maybe giving each person some subtopic to research and/or present; or some people writing responsibilities, others graphics/illustrations, still other general editors; whatever works for you.)

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You must turn in a ***COMPLETED*** (but unnarrated) PowerPoint draft of your presentation is due on ELMS on ***MARCH 31***. Only one student per team needs to upload the draft. Drs. Holtz or Merck will quickly let you know if it needs any changes; if it does, please make before the final submission.

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.

STEP FIVE—Recording and Providing Your Video: Once you have a final version of the PowerPoint/Keynote/Google Slides presentation, organize a time to get together on Zoom to make a recording. (You may want to do a practice run or two or three before deciding to record.)

One of you uses “Share Screen” to show the presentation; that person will also be responsible for advancing the slides. Once you are ready, hit “Record” on Zoom. (By the way, the person making the recording should have their Zoom Preferences set up so that recordings are saved to the cloud.) Go through your presentation, each narrating their part as if you were giving this in class. When you reach the end, stop the “Recording.” After your Zoom session ends, it will take a few minutes for the recorded version to process, but when it is done you should view it to see that the sound levels are fine and that you are satisfied with your presentation.

Once you have a version with which you are satisfied, Share it (from your umd.zoom.com account) with tholtz@umd.edu and jmerck@umd.edu. We will download the file and upload it to our YouTube channel.

The recorded version is due ***APRIL 7***.

STEP SIX—Within-Team Peer Evaluation: This online “quiz” will be completed individually from each member; it is your personal assessment of the contributions of the other members of the team. Please complete this by ***APRIL 14***.

STEP SEVEN— Watching and Grading the Videos: Every video will be graded by Drs. Merck & Holtz. See the grading rubric on ELMS for grading details.

Additionally, during the weeks of 4/10 and 4/17 you should watch all the videos on the channel. In particular, each student will be assigned a number of videos for which they will be doing anonymous peer evaluations (which are also part of the grade for this assignment.) By ***APRIL 21*** all students should have submitted your peer reviews of these videos on ELMS. (Participation in doing the peer reviews is itself also a graded item.)