

Freshman Honors Symposium 2009
Title of Presentation / Names of Presenters:

| | 0 | 1 | 2 | 3 | TOTAL |
|--|---|---|--|--|--------------|
| Organization & Time Management | Audience cannot understand presentation because there is no sequence of information; students have significant trouble managing time. | Audience has difficulty following presentation because students jump around; students have some trouble managing time. | Students present information in mostly logical sequence which audience can follow; students nearly maintain the allotted time. | Students present information in logical, interesting sequence which audience can follow; students maintain the allotted time. | |
| Delivery & Elocution | Students read mostly from notes with no eye contact or audience consideration student mumbles or pronounces terms incorrectly; audience cannot hear speakers clearly. | Students occasionally use eye contact, but still read mostly from notes; students may show nervousness by repeating gestures that distract from the presentation; students may speak too low or use incorrect pronunciation; audience may have difficulty hearing speakers. | Students maintain eye contact with audience most of the time, but too often return to notes; student is somewhat natural in using gestures, voice, and clear pronunciation. | Students appropriately maintain eye contact with audience, seldom returning to notes; students are natural, relaxed, yet well-prepared and professional; students use a clear voice and correct precise pronunciation of terms so that all audience members can hear presentation. | |
| Preparedness & Fielding Questions | Most aspects of presentation were not well prepared or not understood. Students were weak in fielding questions from the audience. | Some aspects of the presentations were not well prepared. Students were uncomfortable fielding questions from the audience. | Most aspects of the presentation were well prepared. Students were able to field some questions well regarding the topic. | All aspects of the presentation are well prepared. Students were able to field questions with explanations and elaboration regarding the topic (within the scope of their research. | |
| Collaboration and Originality | Students lack ability to engage the audience; seem unprepared. | Students attempt to engage the audience in the subject, but may lack creativity or originality; students attempt to work within the panel, but may demonstrate a lack of preparation and balance | Students mostly engage the audience in the subject with originality, creativity, and intuition; students appear mostly in synch with the panel, prepared and balanced in a collaborative effort. | Students engage the audience in the subject with originality, creativity, and intuition; students appear in synch with the panel, well-prepared, and balanced in a collaborative effort. | |
| | 2 | 4 | 6 | 8 | TOTAL |
| Content | Students lack clear or appropriate content; students do not demonstrate an understanding of integrative interdisciplinary research process. | Students attempt to convey the content of his/her research, but falls short or lack clarity; students may not have a strong understanding of integrative interdisciplinary research process. | Students mostly convey the content of his/her research with clarity, and that content is mostly appropriate to the integrative theme; students demonstrate a strong attempt to apply integrative interdisciplinary research process. | Students convey the content of his/her research with originality and clarity, and that content is highly appropriate to the integrative theme; students demonstrate successful application and knowledge of integrative interdisciplinary research process. | |

Total points (out of 20) _____