

HORT 201 - Projects
To meet Core Objectives
Student Learning Outcomes for Life and Physical Sciences
Teams, Visual, Oral and Writing Communication
Fall 2021
All are optional and for bonus points

Team Projects

The class would be randomly divided into teams of 6.

Project 1: Visual Communication Model (up to 4 points)

Project 2: Oral Communication Video (up to 4 points)

Individual Project:

Project 3: Writing Communication Reflective Essay (up to 4 points)

Critique:

For all Projects the team or individual can email a pic or draft of the artifact or model to the instructor for critique, then prepare the final draft or model for submission. Only one critique can be sought.

Team Project 1: Visual Communication Model or Artifact

Complete either Option 1 or Option 2, but not both. Up to 4 point

Option 1: Convert a 2-dimensional diagram into a 3-dimensional model or artifact

The plant anatomy and morphology lectures are based entirely on 2-dimensional drawings (pages 1-20). To demonstrate one's ability to visualize the structure in 3-dimension, the team will select any of the 2-dimensional diagrams in the text and create a 3-dimensional model or artifact. The artifact must be labelled. The model must demonstrate the three dimensions of width, length and height. The model or artifact will be graded on whether or not it is 3-D; that is has the dimensions of length, width and height (depth), scientific accuracy, clarity of representation and professionalism. Team members will be graded on participation.

Submission: 3-D model or artifact of an anatomical structure

a) One team member submits to Canvas several pics of the model taken from several angles to show the 3-D structure (width, length and height).

b) If it is portable, bring the model to me in lecture or to my office HFSB 408.

Option 2: Convert Narrative information into a visual artifact that fits a visual learning style.

The individual team member will take any topic from throughout the text that is presented as narrative and create a visual method of presentation. The artifact could be a comparison and contrast matrix (example p. 18, 29), a diagram or PowerPoint image/slide (example page 34, 62), a virtual model, a drawing, labelled visual image, etc. The artifact will be graded on scientific accuracy, clarity of representation, and professionalism.

Submission: Visual or other Artifact of any topic

One team member will submit to Canvas an electronic file of the artifact, which could be a comparison and contrast matrix or table, a diagram, a graph, a pic file, a virtual image, a PDF, or a PowerPoint image/slide. The artifact must be in a file format that can be read on a standard computer with standard software. The artifact must be accurately labeled.

Team Project 2: Oral Communication Video.

Up to 4 points

Each team will prepare a short video, up to 3 minutes, to present and explain their model or visual artifact from Option 1 or 2. A video taken with cell phones is sufficient. Basically, consider the video as a mini-

lecture to a class. Every team member must be part of the oral presentation and have a speaking part. If you do not speak in one way or another, then you cannot receive any points. Also, team members will be graded each other on the degree of participation. This will be sent to each student in an email and they will reply directly to Reed via a reply email.

Submission:

- a) A team member will submit the video file (MP4 preferred) to Canvas.
- b) If for any reason this fails, then a team member can post the file to YouTube and email Reed the link, or it may be delivered directly to Reed during lecture or to his office on a USB drive. Virtually, all videos are too large to email as an attachment.

DO NOT post the video to Google docs.

Individual Project 3. Written Communication Individual Student Reflective Essay.

Up to 4 bonus points

Each student will have the option to write a short reflective essay (200-500 words, 1-page typed max). The reflective essay can be on any science topic covered in the class or on the student's experience on the team project described above. Note, this is not a team project, but the essay can be written about the team experience. The reflective essay should address how the learning experience has yielded a greater and more in depth understanding of the scientific principle or artifact produced by the project. How have you changed, developed or grown from the experience to come to a better understanding of science. The essay will be scored with a standard rubric for grammar, spelling, sentence structure, etc., scientific accuracy and clarity of the explanation. The essays will be worth up to 4 points. The scale will be 4 points for an acceptable, conscientious and adequate essay that expresses a greater depth of understanding; 2 points if an essay is submitted, but clearly needs improvement or appears to have "little thought" (e.g. at least 2 points for effort), or 0 points if an essay is not submitted or deemed insufficient. As with other projects, the student can communicate with the instructor about a draft of the essay.

Submission: Each student will submit their essay as a Word document to Canvas.

DO NOT submit the essay to Google docs.

Deadlines

All projects will be made available in Canvas October 6, 5:00 PM

All projects can be submitted to Canvas anytime between October 6, 5:00 PM and November 19, 5:00 PM

The final deadline is November 19, 5:00 PM., and this will be a hard deadline. Canvas will not allow a project to be submitted after the deadline.

DO NOT wait until the last minute in case you have computer or WiFi problems.

DO NOT submit any projects to Google Docs

All Projects do not have to be submitted together. You can submit any project at any time. In fact, it would be advisable to complete and submit the projects well before the deadline.