

This is the first assignment of five that will help you to draft your final research paper. In this assignment, you will need to clearly state two items:

(1) Research Question

Example: Did slavery decrease social capital in the American states? And, if so, how does the historical institution of slavery impact modern social capital?

(2) A brief description of what your paper will be about including:

(a) Why did you choose this topic? (Hint: this should not be because "you think it is a cool topic")

Example: There is considerable evidence of the positive outcomes of high levels of social capital in the states including increased confidence in government, increased quality of government, voter participation, country-level economic growth, firm profits, entrepreneurship, tolerance, reductions in crime, and increase educational attainment. Given these beneficial outputs, scholars should be interested in understanding how variation in social capital first formed.

Current social capital literature posits an association between slavery in the nineteenth century and diminished social capital in the states. But there has been little empirical research examining the role of history in determining modern levels of social capital. This is concerning since what scholars assume about the origins of social capital could be wrong.

(b) What are you arguing in this paper?

Example: I argue that there are two competing explanations of how social capital developed. An inequality hypothesis which argues that a reliance on plantation slavery created economic inequality, which in turn diminished modern social capital; and an attitudinal hypothesis which suggests that the abolition of slavery influenced mass political attitudes which have transmitted over generations and diminished modern social capital

(c) What is your hypothesis?

Example:

H1. Inequality Hypothesis: The institutional depth of slavery determined the level of contemporaneous inequality which then determines current levels of social capital.

H2. Attitudinal Hypothesis: The institutional depth of slavery determined the level of contemporaneous cultural upheaval which then determines current levels of social capital.

(d) How will you test this hypothesis? (Hint: What type of data will you use, such as observational/survey/experiment.) Why is this the right type of data to test your hypothesis?

Example: I will use the historical institutions framework to determine slavery's effect on social capital. I use a combination of individual level data and sub-national historical data to test the relationship between historical slavery and modern social capital. Data will be collected from national election surveys and historical census data on slavery populations.

A hard copy of this assignment is due in class on January 29th.

This is the second assignment of five that will help you to draft your final research paper. In this assignment, you will need complete two sections of your paper:

(1) Introduction (approx. 2 pages)

Your introduction functions as a brief overview of what you will discuss in each section of your paper.

- *Paragraph 1: Puzzle*
 - This paragraph will be an expanded version of what you answered in the previous assignment for the question “Why did you choose this topic?”. This paragraph should grab your readers’ attention and clearly articulate to your reader the puzzle that you observed which you investigate in your project. A great way to begin this paragraph is with a specific example of the puzzle that you are providing an answer. The goal of this section is to motivate/ provide a reason for your project. At the end of this paragraph you should state your research question. In practice, this paragraph is going to lead the reader to understand what specific puzzle you are attempting to solve.
- *Paragraph 2: Previous Literature*
 - This paragraph is going to cite the most prevalent previous research that pertains to your project. Specifically, you want to present what the major opinions are surrounding the topic you are researching. Rarely will there not be a debate on a surrounding research area. For example, if you were research global warming, you would state there are experts that do and do not believe in global warming and discuss the main argument each side makes for why they are correct. At the end of this paragraph you should state which side of the debate that your research paper is agreement/opposition with.
- *Paragraph 3: Your Theory/Argument and Hypothesis*
 - This paragraph is going to (again) be a combination and expansion of the “What are you arguing in this paper?” and “What is your hypothesis?” parts you did for Assignment #1. In this paragraph, you should introduce the argument that you make in this paper. This paragraph should end with the hypothesis or hypotheses that you are going to test in your paper.
- *Paragraph 4: Data and Main Result(s)*
 - This paragraph of your paper is going to be revised and expanded more once you have gathered and analyzed your data for your project. For the purpose of this assignment (and the first draft of your introduction), you will discuss the data that you plan to gather and what you expect to find when you analyze this data. In particular, you should include the variables that you will have in your analysis -- including control variables.
- *Paragraph 5: Outline of the Following Sections in the Paper*
 - This is the final paragraph of your introduction. In this paragraph, you will briefly go through the organization of the rest of your paper. For example: “The rest of this research paper will be organized as follows. First, I will discuss previous research on XXX. Next, I will present to you my theory of XXX....”. Because research papers tend to be quite long, this paragraph is to help the readers understand what to expect when reading the rest of your paper.

(2) Previous Research (approx. 2 pages)

In this section, you will cite evidence that addressed your topic/research question. You can cite evidence such as scholarly articles, news articles, and research from private and public reports (examples include Bureau of Labor Statistics, Bureau of Economic Analysis, US Census, Pew Research Center). **DO NOT CITE WIKIPEDIA AS EVIDENCE.** In this section of your paper you want to focus on making an argument about what others have found out about your research topic and why your project contributes to the understand of this topic that prior research does not acknowledge or explain. The organization of this section is up to you because every topic is different and there is no specific formula for literature reviews like there is for introductions of research papers. Rather, you need to focus on making a clear and concise overview for your readers of the work that has been done on your topic. The final paragraph of this section should be a discussion of why your project is different from the above research and how it contributes to the general understanding of the area that you are writing your research project.

General Guidelines: I strongly prefer double spaced, Times New Roman size 12 font, with 1 inch margin. You do not need a cover page for this assignment. There is no specific page minimum or maximum, however the above page approximations are the average length that I believe is necessary to sufficiently cover the specific areas that I am requiring in this assignment/paper. You may use whichever citation method that you prefer but you must include a references page for the evidence.

Note: If you are looking for a good example of an introduction and previous research section, read the Introduction and Lit Review sections of the example paper that I have uploaded on Canvas.

A hard copy of this paper is due in class on February 12th.

This is the third assignment of five that will help you to draft your final research paper. In this assignment, you will need complete the following section of your paper:

Theory Draft Set Up:

This assignment will serve as a rough draft of the paper for the course. In addition to drafting the theory/hypothesis section append the Introduction and Literature Review sections to this draft. Take the time to respond to comments and notes provided in previous research paper assignments. *Include a short (approx. 1-2 paragraph) memorandum discussing the updates that you have made to the paper, attached to a page on the front of the draft.*

Theory (approx. 2 pages): How the World Works

In the previous two assignments, you have been asked to briefly explain the argument that you are making in this research project. For this assignment, you are going to write in more detail about the argument you are making in this paper.

Your theory should explain the exact mechanism that you think is happening when your dependent (or outcome) variable is treated with your independent variable. In other words, you are going to explain HOW your independent variable changes what you observe as your dependent variable. Even simpler, you are going to explain how you think the world works.

For example, if you are arguing that gender effects whether a candidate is elected, then your dependent variable is the election outcome for a candidate and your main independent variable is the candidates gender. You would then tell me exactly what about being a certain gender effects how voters think of the candidate and why that impacts their candidate choice when they vote. The mechanism that you explain needs to be clear and detailed. Assume that I know nothing about your topic and you have to teach me how to think about your subject matter in order to for me to understand your argument and the process you are describing in your theory. At the end of this section you should clearly state your hypothesis/hypotheses.

This part of your paper should address the following questions:

What you main dependent and independent conceptual variable are in your paper and how you define them? (Note: This is NOT the place you talk about how you measure these variables.)

What the process/mechanism/explanation you are presenting that connects how your independent variable to your dependent variable. (Note: It is good in this section to use example for your readers to make sure they understand what you are describing.)

What is the hypothesis/hypothesis derived from your theory presented in this section? (Note: It is good practice to center and make the text italicized so that your hypothesis stands out).

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believe is necessary to sufficiently cover the specific areas that I am requiring in this assignment/paper. You may use whichever citation method that you prefer but you must include a references page for the evidence.

A hard copy of this paper is due in class on February 28th.

This is the fourth assignment of five that will help you to draft your final research paper. In this assignment, you will need complete the following section of your paper:

Data Section

There are two parts to this assignment:

1. *Data: At this point you should have cleaned data for your paper. Your first row should be your variable names (state, year, vote total, ect.). Your data should be cleaned because you will be providing a description of your data in the section part of your assignment. Cleaned data means that your variables have been recoded so that you can run empirical analysis.*
2. *Data Description: In paragraph form (there should be more than one paragraph ~ approx. 1-1.5 pgs) provide a description of your data. The description should include the following:*
 - a. *Where did you get your data?*
 - b. *What is the unit of analysis? What are the number of observations in your data set?*
 - c. *How do you measure your main dependent and independent variables in your analysis and what type of variable is it (ex. Categorical, Binary, Continuous)? (NOTE: Part c) and part d) should provide detail about how these variables are coded in your data and what coding represents. By what the coding represents I mean if the variable is coded to be high/low or 1-White, 2-Hispanic, ect.)*
 - d. *What control variables do you include in your analysis? How are they measured and what type of variable is it (ex. Categorical, Binary, Continuous)?*

General Guidelines: I strongly prefer double spaced, Times New Roman size 12 font, with 1 inch margins. You do not need a cover page for this assignment. There is no specific page minimum or maximum, however the above page approximations are the average length that I believe is necessary to sufficiently cover the specific areas that I am requiring in this assignment/paper. You may use whichever citation method that you prefer but you must include a references page for the evidence.

A hard copy of this assignment is due in class on March 14th.

This is the fifth assignment of five that will help you to draft your final research paper. In this assignment, you will need complete the following section of your paper:

Data Analysis and Results (at least. 2-3 pages of text):

In this part of your paper you will analyze the data that you collected to test your hypothesis. This analysis might include (but is not limited to): descriptive statistics, tables, graphs and regression analysis. You may use R, Stata, or Excel to analyze your data. How you decide to analyze your data is in large part due to the types of variables in your data. You should be mindful of this when analyzing your data. Further, it is EXTREMELY important when creating tables and graphs that you make the as easy and clear as possible. These should include Titles, label axis, professional color scheme, legend (if necessary), etc.

After you have analyzed your data, you need to write up your results. Your results section must include both the materials from the analysis above and what you can interpret from this analysis of your data. A good way to go about this is to thoroughly discuss what the graph/table/regression is showing and discuss trends or interesting outliers in your results. Remember that you have collected and analyzed this data in order to test your hypothesis so make sure that you have connected the findings in your analysis to the hypothesis that you are testing.

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A hard copy of this paper is due in class is April 9th.

This is the last step to drafting your final research paper.

Final Draft:

By now, you have (hopefully) completed the introduction, literature review, theory, data, and results section of your paper. Now are the last steps in turning this into a final paper for this class. The following steps are necessary to take each of your assignments and turn them into a complete draft of your research paper for this class.

1. ***COMBINE YOUR INTRODUCTION, LITERATURE REVIEW, THEORY, DATA, AND RESULTS ASSIGNMENTS INTO ONE DOCUMENT.***
2. ***Read EACH OF THE SECTIONS AND MAKE SURE THAT YOU REVISE THEM to include feedback you have been given by your peers and me. In addition, you need to make sure that you revise your paper to include transitions so the paper reads like a paper not disconnect parts of a paper in one document. The idea is that each section will flow together to make one paper with a cohesive argument.***
3. ***After reading and revising your full paper, WRITE A CONCLUSION (approx. 1-2 pgs). This should: (a) summarize the argument you made in the paper and the findings from your empirical test, (b) discuss some of the issues that your theory and test might have and what you could do to fix them in the future (example: other variables you might include in your analysis and why), and (c) talk about some of the conclusions that you can draw about politics and policy from your research.***
4. ***Next, YOU NEED TO CREATE A COVER PAGE AND ABSTRACT. This should include the title of your project, your name, the date, and an abstract. The abstract should be a summary of your project (100-150 words) much like you did in the first assignment- all of your projects have changed since then so it should not be the same thing- but now it should be in paragraph form and include the data and main findings from your paper.***
5. ***MAKE SURE IT LOOKS GOOD. Make sure that the size, color, and alignment of your text is all the same. Add clear headings to the sections of your paper. Make sure that the figures and/or tables in your analysis are labeled and easy to understand. Further, make sure that your figures and/or tables are all aligned properly.***
6. ***Finally, DOUBLE CHECK AND PROOF READ YOUR PAPER. Remember to format it properly given the guidelines below and check once again that the paper appears organized and easy to read. This is probably the most important step. Then make sure to reread your paper for errors and typos. If your paper is filled with typos then it will leave a bad impression on your reader and may impact what the reader can learn from your paper. If spelling and grammar are not your forte – now is the time to email a draft of the paper to a classmate or friend and ask for copy editing.***

General Guidelines: I strongly prefer double spaced, Times New Roman size 12 font, with 1 inch margins There is no specific page minimum or maximum, however the above page approximations are the average length that I believe is necessary to sufficiently cover the specific areas that I am requiring in this assignment/paper. You may use whichever citation method that you prefer but you must include a references page for the evidence.

A hard copy of the final paper is due at the beginning of class on April. 18th.

	A: Excellent (Exceeds Standards)	B: Good (Occasionally Exceeds)	C: Somewhat Acceptable (Meets Some Standards)	D: Unacceptable (Below Standards)
Cover Page	Includes the formatting required in the prompt.	Includes most of the formatting asked for in the prompt.	Does not follow the formatting required in the prompt.	No Cover Page Included.
Abstract	Abstract clearly summarizes the work presented in the paper including the puzzle, central argument, data, and main conclusion to be drawn from the data analysis.	Abstract summarizes some of the following but lacks clarity: the work presented in the paper including the puzzle, central argument, data, and main conclusion to be drawn from the data analysis.	Abstract summarizes few of the following AND lacks clarity or cohesive writing: the work presented in the paper including the puzzle, central argument, data, and main conclusion to be drawn from the data analysis.	Abstract does not portray a summary of the work presented in this paper in a clearly or accurately and does not provide a coherent organization of ideas
Introduction	Clearly written and follows the exact instructions for writing a five-paragraph introduction including the correct topics and ordering for each of the introductory paragraphs.	Follows most of the instructions for writing a five-paragraph introduction including minor errors in the topics and ordering for each of the introductory paragraphs.	Numerous errors in writing the five-paragraph introduction including errors in the topics and ordering for each of the introductory paragraphs.	Does not follow the instruction for writing a five-paragraph introduction including major errors in the topics and order for each of the introductory paragraphs.
Literature Review	Paper accurately cites evidence from numerous sources that directly relate to the research topic of the paper by identifying the findings of these works. The section also clearly identifies the gap in current research and where this project fills the gap in this understanding.	Paper cites evidence from several sources that relates to the research topic of the paper and somewhat identifies the findings of these works as they relate to the topic of the paper. The section also attempts to identify the gap in current research and where this project fills the gap in this understanding.	Paper cites little evidence from sources that relates to the research topic of the paper and does not identify the findings of these works as they relate to the topic of the paper. The section also does not attempt to identify the gap in current research and where this project fills the gap in this understanding.	Paper cites little or no evidence from sources that relates to the research topic of the paper and does not identify the findings of these works as they relate to the topic of the paper. The section also does not attempt to identify the gap in current research and where this project fills the gap in this understanding.
Theory	This section clearly explains the exact mechanism that connects the dependent and independent variables of interest in a logical and well thought out manner. Further, this section ends with the hypothesis that is to be tested in the paper in the format outlined in class.	This section attempts to explain the mechanism that connects the dependent and independent variables of interest in a logical way. Further, this section ends with the hypothesis that is to be tested in the paper.	This section does not explain the mechanism that connects the dependent and independent variables of interest in a logical way. Further, this section does not end with the hypothesis that is to be tested in the paper in the format outlined in class.	This section makes no argument or connection between the conceptual independent and dependent variables. Further, this section does not end with the hypothesis that is to be tested in the paper in the format outlined in class.

Data Description	Identifies all the components and accurately describes in detail: where the data was found, how it was collected, the units of analysis, the coding of the dependent, independent, and control variables.	Identifies most of the components and somewhat accurately: where the data was found, how it was collected, the units of analysis, the coding of the dependent, independent, and control variables.	Fails to identify many of the components and does not accurately describe most of: where the data was found, how it was collected, the units of analysis, the coding of the dependent, independent, and control variables.	Fails to identify and inaccurately describes: where the data was found, how it was collected, the units of analysis, the coding of the dependent, independent, and control variables.
Results	This section clearly and accurately describes the main findings from the analysis of the data, includes a discussion of the results when including control variables, and provides well designed figures and/or tables to represent the results of the analysis.	This section somewhat accurately describes the main findings from the analysis of the data, a discussion of the results when including control variables, and provides figures and/or tables to represent the results of the analysis.	This section inaccurately describes the main findings from the analysis of the data, does not include a discussion of the results when including control variables, and provides figures and/or tables that do not make sense with relation to the test of the hypothesis.	This section inaccurately describes the main findings from the analysis of the data, does include a discussion of the results when including control variables, and does not provide figures and/or tables.
Conclusion	The conclusion summarizes the key points of the papers, notes problems with the theory or analysis of the paper, and persuasively discusses what this research means for our understanding of politics and political science research.	Includes all the key aspects required for the conclusion summarizes the key points of the papers, notes problems with the theory or analysis of the paper, and discusses what this research means for our understanding of politics and political science research but lacks organization and clarity.	Does not includes all the key aspects required for the conclusion summarizes the key points of the papers, notes problems with the theory or analysis of the paper, and discusses what this research means for our understanding of politics and political science research but lacks organization and clarity.	Does not includes the key aspects required for the conclusion and otherwise does not provide a coherent or logical end to the paper.
Citations and References	Cites all data obtained from other sources. Citation style is consistent (used in both text and bibliography). More than 7 current sources, of which at least 5 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	Cites most data obtained from other sources. Citation style is used in both text and bibliography. 5 current sources, of which at least 4 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect. Fewer than 5 current sources, or fewer than 4 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Does not cite sources. Fewer than 5 current sources, or fewer than 2 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.

Paper Organization	Paper has a very clear and logical progression of ideas and evidence.	Paper understandable progression of ideas and evidence.	Reading the paper there is little to no ordering of the ideas and evidence.	The paper does not have an identifiable organization and makes little to no sense.
Mechanics and Usage	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spell and/or grammar mistakes.
Appearance	Overall will be very clear and easy to view where graphs and text are aligned appropriately, labeled, and easy to read. Includes 1 in margins, Times New Roman Font, Size 12 (except for heading), uses headings to organize the paper, page numbers, separate body of the paper from references and appendix (if there is one).	Includes 1 in margins, Times New Roman Font, Size 12 (except for heading), uses headings to organize the paper, page numbers. Attempts to format clear tables and graphs.	Includes some of the following: 1 in margins, Times New Roman Font, Size 12 (except for heading), uses headings to organize the paper, page numbers. No formatting of the tables and graphs.	Does not have any of the required formatting and no formatting of graphs, tables, a text.

This document provides an overview to the Group Presentation Requirements as well as a presentation Rubric.

Overview and Directions:

The goal of this group presentation is to provide a summary and an example of the assigned chapters in Baglione's *Writing a Research Paper in Political Science*. I expect you as presenters to have a comprehensive understanding of chapters which you cover. The rubric below details what elements you will be graded on.

1. Your overall goal with this presentation should be to provide a brief and useful summary of the assigned chapters from the book. I will email your group ahead of time if I want you all to spend more time on one chapter over the other. Ideally, I will be able to upload your slides onto Canvass after your presentation and students will be able to craft solid writing samples from the information that you have provided.
2. Additionally, I would also like for you to provide a walk-thru of the material. Think of this as an additional way to present the data. The book provides extended examples; you may use either the books examples or provide your own. However, please edit the walk-thru for a presentation format (e.g. I do not want to read walls of text).
3. A good presentation will have around 10-15 slides presented with no smaller than a 20pt. sans-Saraf font. Slides will be clear and easy to read from across the room. I recommend keeping slides brief ~100 words per slide. Put things in your own words. Visuals are welcome but should not distract from the point that you are trying to make. Look to my lecture slides for a guide on how I prefer slides to be organized.
4. For the presentation, I do not care how you break up speaking. If your group wants to have only a few people present or everyone to speak it is up to you. I want you to avoid using prepared notes to speak to the class. You should know the material well enough to discuss it with ease. Be

prepared to answer clarifying questions from the class. Your presentation should be 30 mins in length.

5. You are being evaluated as a group and I expect to assign all students in a group the same grade. It is up to you to determine how to split up the work on this project. If someone from your group is MIA (e.g. does not show up to any meeting to make slides, prepare material, and present in class) you may come up to me *as a group* after your presentation and discuss it with me.
6. Finally, I am here to help with your presentations. I encourage at least some of your group to visit me during office hours or make an appointment to go over slides and get assistance.

Email me an electronic copy of your slides at least 12 HOURS before your presentation (mju14@my.fsu.edu)

Provide a hard copy of your slides (one slide per page) and a copy of the rubric to me prior to start of your presentation.

Group Presentation Rubric

	A: Exceeds Expectations	B: Somewhat Exceeds Expectations	C: Meets Expectations	D/F: Fails to meet Expectations
Follows Directions	Students follow all directions in the prompt as well as any additional instructions provided by the instructor. Slides were provided to the instructor at least 12 hours before the presentation. Students present for 30 mins on the dot.	Students follow most of the directions in the prompt as well as most of the additional instructions provided by the instructor. Slides were provided to the instructor at least 12 hours before the presentation. Students provide around 30 mins of lecture.	Students follow most of the directions in the prompt as well as most of the additional instructions provided by the instructor. Slides were not provided to the instructor at least 12 hours before the presentation. Students provide under 25 or over 35 mins of material.	Students did not follow prompt instructions or did not follow the direction given by the instructor. Slides were not turned in on time. Students time management is drastically over/under the requirement.
Slide Quality	Slides are readable and informative. Slides are clear, to the point, and easy to read from across the room. Any visuals are informative and add to the presentation. Someone unfamiliar with the material could look at the slides alone and learn the main points of the text.	Slides are readable and informative. Slides are mostly clear, and easy to read from across the room. There is some flow to the presentation. Visuals do not distract but don't add to the presentation. Someone unfamiliar with the material could learn the main points of the text but would need some additional verbal explanations.	Slides are somewhat readable and informative, but there are grammatical and spelling errors. Slides may be difficult to read or flow poorly. Visuals may be distracting. Someone unfamiliar with the material would need to listen to the presentation/read the book in order to understand the material.	Slides are illegible. Flow, mechanics, and visuals are all poor and distracting. Someone unfamiliar with the material would have trouble understanding the material presented even if they attended the presentation or had read the book.
Book Summary	Students provide an apt summary of the book chapters. Summaries are concise, cover all the main points without additional fluff.	Student provide an acceptable summary of the book chapters. Summaries are to the point but have a few places that lack focus and direction. Perhaps a bird walk or two.	Student provide an acceptable summary of the book chapters. Summaries cover only some of the main points of the text and consistently lack focus. Block quotes from the book are	Student provide a disorganized summary of the book chapters. Summaries fail to cover main points of the text and consistently lack focus. Block quotes from the book are used to explain the

			used to explain the themes of the chapter.	themes of the chapter, and even then, they are insufficient.
Walk-thru	The students provide an excellent walk-thru of the ideas presented in the book chapter. A peer would be able to follow the walk-thru provided in the slides alone and be able to craft a good section of their paper.	The students provide a solid walk-thru of the ideas presented in the book. A peer would be able to follow the walk-thru provided and only occasionally consult the book to craft a good section of their paper.	The students provide a mediocre walk-thru of the ideas presented in the book. A peer would need to consult the book heavily to craft a good section of their paper.	The students a very disorganized or no walk-thru in their presentation. A peer would need to consult the book over the presentation to craft a good section of their paper.
Presentation Quality	The presentation is smooth with few to no hiccups. All presenters know their place and can discuss their slides without reading off of notes. Transitions between sections are smooth the class would be capable of following along even without a PowerPoint.	The presentation is fairly smooth. The presenters know their place and can discuss all but one or two slides without reading off of notes. Transitions are only occasionally clunky. The class would be capable of following along with only a remedial PowerPoint.	The presentation is rough in places. The presenters sometimes know their place. A significant portion of the presentation is read directly from notes. Transitions are clunky. The class would not be able to follow along without a PowerPoint.	The presentation is rough throughout. The presenters get lost repeatedly. Almost all of the presentation is read directly from notes. Transitions jarring. The class has trouble following along even with a PowerPoint.
Q&A	Students can handle all questions asked by their peers. The instructor does not need to say a word to help convey any point or theme.	Students can handle all, but one question asked by their peers. The instructor only needs to interject with minor point or 'color commentary' when a question is asked.	Students can answer some of the clarifying/easier questions asked by students. The instructor needs to provide quite a bit of commentary to answer the questions asked by students.	The students are unprepared to answer questions. Answers are met with 'umms' and 'I don't knows'. Questions would not be answered unless the instruct was their to assist the group.