

EXPERIENTIAL LEARNING PROJECTS

(ELP for 6-credit courses and Final Project for 3-credit courses)

i The Experiential Learning Project is a combination of a substantial written paper and an oral presentation, both of which are described below. The ELP and Final Projects are integrated experiential learning projects that should be viewed as a practical application of the in-class learning applied to a pre-determined topic.

All topics must be approved in a learning contract by the faculty member. The faculty member reserves the right to recommend different research topics and ways to further explore the chosen subject. Adult learners in degree completion programs must complete both components, written and oral, as part of the final grade.

The time period reserved for final examinations may be used for the presentation of the Projects.

The rubric for evaluating the Project will be distributed in class and available on the accompanying Blackboard course site.

Each student must demonstrate awareness, understanding and integration of the Franciscan Tradition into the Project.

Topic example (From LSENG 190 Research Techniques):

A student might be a member of the armed forces. That student might want to learn more about post-traumatic stress disorder (PTSD), and an ELP or Final Project is essentially born. With this example, the student's project might include a class presentation of a first-hand account/testimony with a military member afflicted with PTSD, with a power point and other audio-visual materials, as well as an accompanying research paper and annotated bibliography which would reflect the research that has been completed in preparation for the ELP or Final Project presentation.

PART 1: WRITTEN PRODUCT

➤ In addition to the oral presentation, each student is required to submit a research paper upon which the Project is based and an annotated bibliography, both of which must conform to established MLA standards of documentation.

Minimum requirements:

ELP (6 credit courses)-

- Minimum 15-page research paper
- Minimum 5-7 page annotated bibliography

For the annotated bibliography, each annotation should take the form of a 3-4 sentence synopsis of the item which you have researched. The author's purpose, methods, and conclusion should be addressed in the annotation. By following that template, the bibliography should, then, incorporate

approximately 15-20 sources. Your final number of research sources can exceed this number but not be below it. Of these sources, 50 percent [50%] must be hard-copy items, such as texts, scholarly, peer-reviewed journals, periodicals, films, recordings, and the like (you may access them electronically); the other 50 percent can be taken directly from internet sources.

Final Project (3 credit courses)-

- Minimum 7-10-page research paper
- Minimum 3-5 page annotated bibliography

For the annotated bibliography, each annotation should take the form of a 3-4 sentence synopsis of the item which you have researched. The author's purpose, methods, and conclusion should be addressed in the annotation. By following that template, the bibliography should, then, incorporate approximately 10-15 sources. Your final number of research sources can exceed this number but not be below it. Of these sources, 50 percent [50%] must be hard-copy items, such as texts, scholarly, peer-reviewed journals, periodicals, films, recordings, and the like (you may access them electronically); the other 50 percent can be taken directly from internet sources.

PART II: ORAL PRESENTATION

- Each student is expected to complete and present his or her Project (approximately 7 - 10 minutes) which promotes a deeper understanding of the course content through the integration of the theoretical and the experiential, and through sharing this knowledge with the class and instructor.

The presentation may, depending on the course/content, be presented through appropriate use of technology, such as Power Point, Prezi, Live Classroom, etc. The presentation of the Project demonstrates the acquisition of the knowledge which each student has gained through an actual experience which has been further enhanced through directed research. In order to accomplish this goal, the Project must also include a response to what the student has learned of the relationship of the course objectives, with regard to the Franciscan Tradition, and how the issue of the subject/course matter is addressed and achieved.

RUBRIC

Experiential Learning Project/Final Project Evaluation Rubric				
Student: Instructor: Course: Date:				
Instructor's Comments:				
Written Product: 70 Points				
Inquiry and Analysis: Competencies Maximum Points=25	Mastery	Accomplished	Developing	Beginning
Topic and Thesis Development	The topic selection, thesis statement, and purpose of the research were clear and easily identifiable; there was ample support for the depth and breadth of the thesis; the argument was natural and coherent.	The topic selection, thesis statement, and purpose of the research were clear; there was adequate support in depth and breadth for the thesis; the argument was coherent.	The topic selection, thesis statement, and purpose were not clearly identifiable; there was some support in depth and breadth for the thesis; the argument was not as clearly presented as needed.	The topic selection, thesis statement, and/or purpose were absent; there was a lack of support and depth for the thesis; the argument was not clearly made.
Possible Points	9 points	6 points	3 points	1 points
Quality of Research and Information	Existing knowledge, research and views have been thoroughly explored. Clear and very careful analysis of the data was included. A detailed Annotated Bibliography was included as an Appendix and in correct format.	Existing knowledge, research and views were well explored. Clear and careful analysis of the data was included. A sufficient Annotated Bibliography was included as an Appendix and its format was generally correct.	Existing knowledge, research and views were somewhat explored. Some analysis of the data was included. An Annotated Bibliography was included as an Appendix but formatted incorrectly or had less than six (6) entries.	Existing knowledge, research and views were not sufficiently explored. Analysis of the data presented is unclear. An Annotated Bibliography was missing.
Possible Points	12 points	9 points	6 points	2 points
Conclusions, Limitations, and Implications	Conclusions, limitations, and implications were presented in a very thorough and well developed manner. Critical thinking and creative analysis about problem solving is evident.	Conclusions, limitations, and implications were presented in a well-developed manner. Critical thinking and creative analysis about problem solving is present.	Conclusions, limitations, and implications were presented, but need further development.	Conclusions, limitations, and implications were absent.
Possible Points	4 points	3 points	1 points	0 points

Integrative Learning: Competencies Maximum Points=20	Mastery	Accomplished	Developing	Beginning
Experiential Learning Inclusion (interview, case study, etc.)	The connection between personal experience and the discipline was present. The experiential learning component was clearly developed and the summary of the results was well integrated into the paper.	The connection between personal experience and the discipline was present. The experiential learning component and the summary of the results were included.	The connection between personal experience and the discipline was present, but not clear. The experiential learning component and summary of the results were not well developed or integrated into the paper.	The connection between personal experience and the discipline is not present. The experiential learning component is absent.
Possible Points	15 points	10 points	5 points	0 points

Integration of Franciscan Tradition	The integration of the Franciscan Tradition was clear, natural, and detailed. The principles of the Tradition were clearly translated to the topic at hand and thoughtfully reflected upon.	The integration of the Franciscan Tradition was clear and detailed. The principles of the Tradition were translated to the topic at hand and reflected upon.	The integration of the Franciscan Tradition was brief. The principles of the Tradition were not well translated to the topic at hand or there was little reflection on the principles.	The integration of the Franciscan Tradition was absent. The principles of the Tradition were not translated to the topic at hand and/or thoughtful reflection was missing.
Possible Points	5 points	4 points	2 points	0 points
Written Communication: Competencies Total Points=25	Mastery	Accomplished	Developing	Beginning
Sources, Evidence, and Documentation	All of the sources chosen were of scholarly quality and credibility. All supportive facts were reported accurately and are appropriately paraphrased and cited with flawless MLA format. Reference List was flawlessly constructed.	The sources chosen were of scholarly quality and credibility. Supportive facts were reported accurately and generally were appropriately paraphrased and cited with proper MLA format. Reference List was appropriately included with minimal errors in formatting.	Most of the sources chosen were of scholarly quality and credibility. Proper citations were present but had errors. There were errors with the reference list format and/or content.	Few of the sources chosen were of scholarly quality and credibility. Citations are lacking throughout the paper. There were significant errors with the reference list format and/or content.
Possible Points	8 points	6 points	4 points	2 points
Academic Writing Style	The context and purpose for writing were exceptionally presented and in a consistently professional tone appropriate for academic research	The context and purpose for writing were well presented and in a consistently professional tone appropriate for academic research.	The context and purpose for writing were not always presented in a professional tone appropriate for academic research.	The context and purpose for writing were poorly presented and not in professional tone appropriate for academic research.
Possible Points	10 points	8 points	6 points	2 points
Mechanics (Grammar, spelling, punctuation, italics, word choice, capitalization, etc.)	The syntax and mechanics of the written piece were natural and flawless.	The syntax and mechanics of the written piece were free or almost free of errors. Sentences were well-phrased and varied in length and structure. They flowed smoothly from one to another, using appropriate transitions.	The syntax and mechanics of the written piece are generally good but need some work.	The syntax and mechanics of the written piece are of poor quality.
Possible Points	7 points	6 points	4 points	2 points
Oral Presentation: 30 Points				
Oral Communication: Competencies Maximum Points = 30	Mastery	Accomplished	Developing	Beginning
Organization	Presentation had a natural flow and successful organization.	Presentation was predictable and successful.	Presentation mostly followed a predictable pattern.	No clear organization; presentation jumped around.
Possible Points	5 points	4 points	3 points	1 points
Content and Central Message	Content and central message reflects critical thought and creative analysis. Content	Content and central message reflects critical thought and creative analysis. Content was	Content and central message were present but not always clearly identifiable.	Content and central message were difficult to follow.

	was very clear and thought provoking. The central message was unmistakable.	fairly clear and the central message was understandable.		
Possible Points	10 points	8 points	5 points	2 points
Visual Aid/Supporting Materials	Visual aids and supporting materials utilized were well chosen, used effectively, and significantly added to the presentation.	Visual aids and supporting materials utilized were well chosen, used effectively, and added to the presentation.	Visual aids and supporting materials were utilized, used somewhat effectively in the presentation.	No visual aid or supporting materials were presented.
Possible Points	5 points	4 points	3 points	0 points
Delivery	Presentation was strong, with a natural pace and well- placed pauses. Presentation was within time requirement	Presentation was strong, with some unplanned pausing. Presentation was within time requirement.	Presentation had some unplanned pausing; volume somewhat quiet. Presentation was slightly off of the time requirement.	Presentation was difficult to hear, and/or contained awkward pauses. Presentation did not meet the time requirement.
Possible Points	10 points	8 points	5 points	2 points
Total Points: Inquiry and Analysis ____ / 25 Integrative Learning ____ / 20 Written Communication ____ / 25 Oral Communication ____ / 30				
Student Name: Grade:				