

# Pitt State Pathway

(Undergraduate Course Numbers through 699)

**Please check only one:**

- Course is **currently** a “General Education” course.
- Course is listed in the current catalog, but is **NOT** a “General Education” course.
- New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR.

A. Submission date: **December 14, 2018**

B. Department: **Technology & Workforce Learning**

C. College: **Technology**

If two or more Colleges, please indicate which Colleges will be involved in teaching the course:  
**Click or tap here to enter text.**

D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):

**Matthew Brown**

*(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)*

E. Course prefix: **GT**

F. Course number: **350**

G. Credit hours: **3**

H. Title of course: **Technology and Civilization WI**

Is this a change in the title of the course? **No**

*(If “Yes,” a Revision to Course or New Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)*

I. Will this course require a new course description? **No**

*(If “Yes,” please insert new course description here. A Revision of Course or New Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)*

**Click or tap here to enter text.**

J. Does this course include a co-requisite laboratory course: **No**

If “Yes”, please provide the co-requisite course name and number:

**Click or tap here to enter text.**

K. Will this course be available on-line: **Yes**

If “Yes”, please provide a detailed explanation: **This class is already an approved General Education Course taught online during the summer.**

L. Semester(s) course will be offered (choose all that apply): **Fall - Spring - Summer**

M. Prerequisite(s): **None**

N. Co-requisite(s) —other than lab course named above: **None**

O. Select the *Pitt State Pathway Core Element* or *Essential Studies Element* based on the identified Learning Outcome to be covered in the course (choose only **one** set):  
*(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.)*

Select **Only One** Element

- Communication
  - **Written Communication** .....
    - Students will communicate effectively.
- Communication
  - **Verbal Communication**.....
    - *Students will communicate effectively.*
- Quantitative/Analytic Methods and Scientific Literacy
  - **Quantitative/Analytic Methods**.....
    - *Students will analyze data logically.*
- Global Understanding and Civic Engagement
  - **Human Experience within a Global Context** .....
    - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
  - **Human Systems within a Global Context** .....
    - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
  - **Natural World within a Global Context**.....
    - *Students will explore global systems conscientiously.*
- Personal and Professional Behavior
  - **Wellness Strategies**.....
    - *Students will model productive behaviors purposefully.*


P. Will the course address a **Companion Element**? **Yes**  
*(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.)*

If “Yes,” please select one: Social Responsibility within a Global Context

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Milestone II  
*(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.)*

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and/or sample assessment tool(s) to be used to measure student achievement.  
**The Futures Forecasting assignment included and also described at the end of the course syllabus included is a sample assessment of this Milestone II achievement.**

**Legislative Process**  
**Authorization and Notification Signatures**  
(Electronic signatures accepted)

**Department Chairperson** ..... Approved  Not Approved   
  
\_\_\_\_\_  
Department Chairperson Signature

\_\_\_\_\_  
12/14/18  
Date

**Faculty Senate General Education Committee** ..... Approved  Not Approved   
\_\_\_\_\_  
Faculty Senate General Education Chairperson Signature

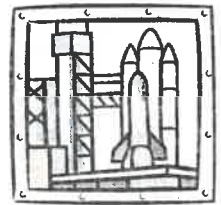
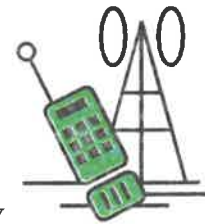
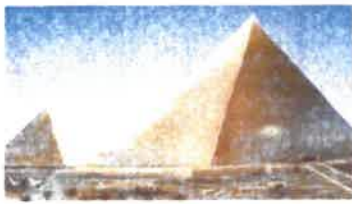
\_\_\_\_\_  
Date

**Faculty Senate** ..... Approved  Not Approved   
\_\_\_\_\_  
Faculty Senate Recording Secretary Signature

\_\_\_\_\_  
Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

\*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and email to [psupathway@pittstate.edu](mailto:psupathway@pittstate.edu).



**COLLEGE OF TECHNOLOGY  
PITTSBURG STATE UNIVERSITY  
Fall 2019**

<b>Course Number:</b> GT 350-01	<b>Title:</b> Technology and Civilization (WL)
<b>Credit Hours:</b> 3	<b>Course Time Schedule:</b> 12:30 – 1:45 p.m. Tuesdays/Thursdays
<b>Instructor:</b> Matthew Brown	<b>email:</b> <a href="mailto:mbrown@pittstate.edu">mbrown@pittstate.edu</a>
<b>Office:</b> S206 KTC	<b>Office Phone:</b> (620) 235-4023
<b>Office Hours:</b> <b>Monday:</b> 9:00 a.m. – 12:00 p.m. 1:00 p.m. – 2:00 p.m.	<b>Wednesday:</b> 8:00 a.m. – 12:00 p.m. 1:00 p.m. – 2:00 p.m.
<b>Tuesday:</b> 7:30 a.m. - 8:00 a.m. 9:00 a.m. - 9:30 a.m. 10:30 a.m. - 11:00 a.m.	<b>Thursday:</b> 9:00 a.m. - 9:30 a.m. 10:30 a.m. - 11:00 a.m.
<b>Friday:</b> 10:00 a.m. – 11:30 a.m. or by appointment (phone or e-mail)	

**GENERAL COURSE INFORMATION**

The Technology and Civilization course is designed to introduce basic content information for technological literacy. The hybrid face-to-face/on-line design of this course is designed to maximize access and expose students to a wide array of technologies, their use, management and understanding in a global context.

**COURSE DESCRIPTION**

This course is designed to increase student awareness of both the uncertainties and the promises that are associated with technology. Consideration will be given to the nature of technology, the ethics of technology, technology's effect on the overall quality of life in societies throughout the world, present-day technological issues and concerns in the international community, technology risk assessment and futures forecasting for the world. Class discussions will focus on the roles individuals can and do play in the management and control of technological forces for social progress throughout the world.

**COURSE OBJECTIVES**

Upon completion of the course, in a global context students should be able to:

1. Provide examples of how technology is an integral part of cultures and societies.
2. Define and give examples of key terms and concepts related to technology.
3. Investigate the attitudes of others toward technological changes and innovations.
4. Review contemporary technological innovations and developments that have occurred and identify the ethical considerations and various perspectives associated with them.
5. Analyze and project possible consequences of technological progress on society.
6. Discuss the concept of appropriate technology and its importance in the international community.
7. Develop a personal concept of appropriate technology.

**PURPOSE OF THE COURSE**

1. Provide an opportunity for students to critically examine the relationship between technology and society.
2. **Encourage students to develop a personal belief system that will guide their own personal use of technology today and in the future.**
3. Help students acquire information gathering and decision making skills with regard to technological developments.

4. Develop a student's writing skills through writing about different topics and issues in technology today.
5. Provide experiences for students in organizing and developing oral presentations.

## PURPOSE OF THE WRITING TO LEARN COURSE

**Statement of Intent:** Just as the athlete improves through practice, so does the writer. While taking this class, students will get the chance to practice their writing skills through short in-class writing activities and through longer out-of-class papers and reports. **This is not a writing composition course**, the emphasis of the writing assignments in this class will be on the student's ability to clearly organize and express his or her thoughts while writing about technology.

**Philosophy of Writing:** A student who is able to express his or her thoughts and opinions **clearly** through writing about the use of technology in the past, in the present, and in the future will develop a well-defined personal sense of technology in the world today. Written summarization of textbook and lecture information will help improve the student's information gathering and decision-making processes with regard to understanding new technological developments. Writing about technology will provide an opportunity for the student to **critically** examine the relationship between technology and society and will encourage the student to develop a personal belief system that will guide his or her use of technology in the future.

**PSU Writing Center:** 112 Axe Library 235-4694 [writingcenter@pittstate.edu](mailto:writingcenter@pittstate.edu)

**Setting up an appointment:** <https://pittstate.mywconline.com/> Monday – Thursday 9:00 a.m. – 6:00 p.m.

**Walk-ins Welcome:** Monday – Thursday 6:00 p.m. – 10:00 p.m.

## REQUIRED TEXTS AND MATERIALS

Markert, L.R., Backer, P.R., (2010) Contemporary Technology: Innovations, Issues, and Perspectives 5<sup>th</sup> ed. Tinley Park, Illinois Goodheart-Wilcox.

## PREREQUISITE

None

## TEACHING STRATEGIES

To achieve the instructional objectives of the course, the instructor will employ lecture, discussion, demonstrations, and student oral and written responses. In addition the instructor will rely on the PSU online Canvas system to help supplement his classroom instruction. The instructor **may** also employ other instructional methods to achieve instructional objectives, may include but not limited to:

- In-class writing assignments
- Out-of-class writing and reading assignments
- Class discussions
- Group and individual papers and projects
- Class presentations
- Objective tests
- Video Presentations
- Handouts
- Quizzes
- Outside-class computer activities
- Discussion Boards
- Cooperative learning activities

Students are expected to review and read the textbook reading assignments and any other book, articles, or reading assignments before class to gain the required background information of lecture materials. **BACKGROUND MATERIAL WILL NOT ALWAYS BE COVERED BUT SOMETIMES ASSUMED DURING IN-CLASS LECTURES.**

## REQUIREMENTS FOR COURSE

Students must attend regularly, participate in class discussions, complete and present two presentations to the class, complete two tests, complete the final, and turn into the instructor all other assignments on or before their given due date.

## EVALUATION CRITERIA AND SYSTEM

Activity	Percent of Total
In and Out-of-Class Writing Assignments	15 %
Quizzes	15 %
Discussion Boards	15 %
Oral Presentation Technology or Digital Technology Cleanse Assignment	15 %
Future Forecasting Technology Assignment	15 %
Unit Tests (Two)	15 %
Final Examination	10 %
<b>Total</b>	<b>100 %</b>

Grade	Percent Range
A	89.5%-100%
B	79.5%-89.4%
C	69.5%-79.4%
D	59.5%-69.4%
F	0%-59.4%

## EVALUATION

- 1) The student will be evaluated on his or her ability to answer questions on objective scheduled tests covering **primarily** text book materials. For the two regular tests (excluding the final) a student will need to have his or her test taken before the start of the next class period, or the student will receive a 0 as his or her grade on the test. Tests will be administered on Canvas, and will be available to take for an entire week. Tests may be taken as many times as the student wishes throughout the week of the test. When the test is set to become unavailable at the beginning of the next regularly schedule class period, Canvas will report the student's last completed test score to the instructor.  
**Note:** If you do not have a very good or if you have a slow internet connection at home, work, or place where you are going to be taking the tests on Canvas, it may be advisable to take the test on a campus computer so that you don't have to fight the computer locking up on you.
- 2) The student will also be evaluated on the completion and quality of his or her assigned work. All out-of-class assignments should be turned in at the **beginning** of class on the date due. If an out-of-class assignment or presentation is handed in or given late, only 50% of the total points earned by the student will be awarded as a student's final grade on the late assignment. Late means, something that is not turned in or given at the beginning of class or on or before the given due date by the instructor.
- 3) In-class quizzes and in-class writing assignments **CANNOT** under any circumstances be made up or turned in late for partial credit. If a student misses an in-class quiz or in-class writing assignment, no matter what the reason, he or a she will receive a 0 on that quiz or in-class writing assignment and will not have the option to make it up.

### **GENERAL SAFETY RULES:**

1. Accept the “zero accident” philosophy when working with and around technology.
2. Approved hardhats, safety glasses, hearing protection and/or shoes should be worn anytime necessary, and approved safety glasses must be worn in all KTC labs.
3. All clothing worn should be in accordance with general work and safety practices such as:
  - Do not wear clothing that could get caught in machinery or otherwise cause an accident (such as dragging or baggy pants, torn or loose long sleeves, loose neck jewelry and rings).
    - Shirts with sleeves are to be worn at all times and must cover the shoulders and torso.
    - Tank tops and football type net shirts are not acceptable.
  - Pants must be full length (no cut-offs or shorts).
  - Shoes or boots must be of sturdy leather, thick-soled and cover the ankle.
    - Dress shoes, athletic shoes or sandals are not acceptable.
4. Use tools, equipment, and personal protective equipment the way they were designed.
5. Inspect tools and equipment prior to use.
  - Do not use damaged or unsafe tools and equipment. Damaged tools and equipment shall be removed from service until fully repaired or replaced.
6. Only perform tasks for which you have been trained.
7. Correct or report all unsafe conditions immediately to a course instructor.
8. Everyone has the right to refuse to perform work which is believed to be unsafe. Explain your concerns to a course instructor.
9. Good housekeeping requires the attention and cooperation of all involved. Pick up tools, store materials properly, and pick up trash daily.
10. Safety is everybody’s business. Suggestions are welcomed and shall be directed to the course instructor.



## **OVERVIEW OF MAJOR ASSIGNMENTS**

### **Quizzes**

Fill in the blank, matching, and short answer quizzes worth between 5 and 15 points will be given over reading assignments at the beginning of certain class periods. These quizzes will be designed to check each student's readiness for the classroom discussions and activities **PRIOR** to covering the material in class, and also quizzes give the students an idea of what types of questions to expect on the unit tests and final.

**Quizzes cannot be made up or turned in late for partial credit.**

### **Oral Presentation Technology Assignment or Digital Technology Cleanse Presentation Assignment**

One objective of this class is to provide students with experiences in organizing and developing oral presentations.

#### **Oral Presentation Technology Assignment**

The Oral Presentation Technology Assignment is an individual project that involves selecting a specific **current cutting edge** technology to overview in relation to a chapter from the course textbook and then the development of an oral presentation over the technology. Each student must submit a typed outline to the instructor no later than one week before he or she is scheduled to give his or her presentation **AND** put together an 8 to 15 minute oral presentation of the technology is the final product of the Oral Presentation Technology Assignment.

#### **Digital Technology Cleanse Presentation Assignment**

The Digital Technology Cleanse Assignment is an individual project that involves selecting 7 consecutive where the student abstains from using all forms of digital technology. Each student must submit a typed paper copy of the his or her selected Digital Technology Cleanse days and dates no later than one week before the student is scheduled to complete the Digital Technology Cleanse, **AND** put together an 8 to 15 minute oral presentation communicating how the student felt during those 5 days as well as his or her reactions after completing the Digital Technology Cleanse.

### **In-Class and Out-of-Class Writing Assignments and Discussion Board Assignments**

These assignments involve writing reactions to in-class discussions and current issues with today's technology. Emphasis on these assignments will be on organization and content. These writing assignments will be graded as follows: (25 points) exceptional, (22 points) very good, (20 points) acceptable, or not acceptable (15 – 0 points).

- The student will be rated on the ability to clearly organize and express his or her thoughts on current issues in technology while completing out-of-class and in-class writing assignments.
- **Because in-class writing assignments also include class discussions, missed in-class writing assignments may not be made up.**

### **Futures Forecasting Technology Assignment**

Another objective of this class is to analyze and project possible consequences of technological progress on society. The Futures Forecasting Technology Assignment is a group project that involves predicting future technological trends in the world and deciding on a plan that will address the positive or negative needs of these technological trends. This group activity requires cooperation from all members in a group to be considered successful. Each group must submit a typed outline to the instructor no later than one week before the group is scheduled to give their presentation **AND** an 8 to 15 minute oral presentation of the technology is the final product of the Futures Forecasting Technology Assignment.



## **IKE INTERNATIONAL KNOWLEDGE AND EXPERIENCE CERTIFICATE**

This course counts towards the academic component of the IKE Certificate of International Knowledge and Experience. The IKE Certificate may be earned by students in any major. The academic component consists of five courses - two semesters of a foreign language, and three courses with international content in three different disciplines. To receive the certificate, students must also complete a second component, either by studying abroad, or by participating in co-curricular activities on campus. Completion of the IKE certificate as an undergraduate is noted on a student's PSU undergraduate transcript, although graduate students may also earn the certificate. For more information please e-mail [ike@pittstate.edu](mailto:ike@pittstate.edu).

## **ACADEMIC HONESTY AND INTEGRITY POLICY**

**Cheating and plagiarism will not be tolerated. Students are expected to complete assignments individually and responses should be "in your own words". Students failing to follow the guidelines of academic conduct may receive an F for the course.** Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing other individuals' ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered.

- For more information regarding Academic Integrity, please refer to [http://catalog.pittstate.edu/contentm/blueprints/blueprint\\_display.php?bp\\_listing\\_id=162&blueprint\\_id=124&sid=1&menu\\_id=7980](http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=124&sid=1&menu_id=7980)

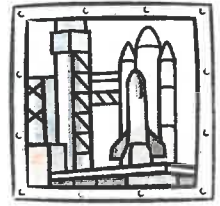
## **ADDITIONAL SEMESTER INFORMATION**

Additional semester information about (including the following Academic Integrity Policy link above and the Weapons and Concealed Carry Policy link below), campus resources, expectations, notifications, severe weather, grades, semester important dates, the approved Dead Week Policy, etc. can be found at: [https://www.pittstate.edu/registrar/\\_files/documents/syllabus-supplement-fall-2018](https://www.pittstate.edu/registrar/_files/documents/syllabus-supplement-fall-2018).

## **WEAPONS AND CONCEALED CARRY POLICY**

Weapons Policy website <https://www.pittstate.edu/police/policies.html#undefined1> & <https://www.pittstate.edu/police/policies.html#undefined2> and Concealed Carry Weapons Policy [https://www.pittstate.edu/police/\\_files/documents/Concealed-Carry-Weapons-Policy.pdf](https://www.pittstate.edu/police/_files/documents/Concealed-Carry-Weapons-Policy.pdf)

The handgun must be in the person's custody and control at all times with safety mechanism engaged. Handguns must be carried securely in a suitable carrier (backpack, purse, handbag, or other personal carrier designed and intended for the carrying of an individual's personal items). The suitable carrier must at all times remain within the exclusive and uninterrupted control of the individual. This includes wearing the carrier with one or more straps consistent with the carriers design, carrying or holding the carrier, or setting the carrier next to or within the immediate reach of the individual.



# Future Forecasting Presentation Assignment

## GT 350 - Technology and Civilization

### Background

An objective of the class is to analyze and project possible consequences of technological progress on society. This assignment involves predicting future technological trends in the world and deciding on a plan that will address the positive and negative needs of these trends. This is a group activity and requires cooperation from all group members to be considered successful.

### Guidelines

1. Meet as a group. Select a specific technology for forecasting. Make individual assignments.
  - Research and determine background information about the selected technology.
  - Research and determine current applications for the selected technology.
  - Determine public policies and view points for the selected technology.
2. Meet as a group. Outline a new direction for the selected technology and submit a **typed paper copy** overviewing new direction no later than **one week** before the group is scheduled to give their presentation.
  - Develop an explanation of the new direction.
  - Develop an accurate strategy/scenario for the new direction
  - Examine the consequences of the new direction using a futures wheel projection.
    - List primary, secondary and tertiary effects.
  - Examine potential problems/obstacles and possible solutions associated with each effect.
  - Provide meaningful comments/logical conclusions.
3. Meet as a group. Organize and develop an 8 – 15 minute group presentation forecasting the future for the selected technology.
  - Follow the Future Forecasting Presentation Evaluation Checklist on page 5 of this assignment sheet.
  - Follow oral presentation guidelines on page 2 of this assignment sheet.

### Keys to Completing the Assignment Properly

- Each group must submit on Canvas, a digital copy of their **outline & presentation** for completion of the assignment. **A grade will not be assigned for the presentation until the instructor has the digital copy of the group's presentation uploaded to Canvas.**
- Any group that doesn't turn in their Future Forecasting Presentation outline one week before they are scheduled to present will have their outline grade reduced by 50% of the total points earned for the outline.
- Any group not ready to give their Future Forecasting Presentation on the day in which the group is scheduled to present will have their final grade for the presentation reduced by 50% of the total points earned once the presentation has been given late. Also if the group is not ready to present on their scheduled day they may run the risk of not getting to present because of the semester coming to an end before they get to present. **If this were to happen the group would receive a zero on their project.**

## Oral Presentation Organization/Format

Oral presentations that are organized according to the format below using *Microsoft PowerPoint* software are easy to follow by the audience and present fewer difficulties for the presenter.

### Title Slide

- Name of Presentation, Presenter(s) Names and Affiliations, Date

### Agenda Slide

- What you will be doing during the presentation

### Body Slides

- What you are going to present. (May contain several slides, but each slide contains only a single thought)

### Summary Slide

- Summarize the Presentation

### Comments on Slides

1. Don't try to cram too much information on one slide
2. You don't have to use complete sentences on slides
3. Use bullets and numbers on the slides for clarity
4. Photos, diagrams and graphs can provide focus for your presentation
5. Clip Art may help organize your presentation
6. To judge the length of your presentation, plan on 1 minute per slide
7. Use same format, type size, and font on all slides in the presentation
8. Make sure the slides can be read from anywhere in the room
9. Use a title or header on each slide
10. Number all the slides in the presentation
11. Some presenters also date their slides
12. **CHECK THE SPELLING AND GRAMMAR!!!**
13. **DON'T MAKE HAND CORRECTIONS TO SLIDES!!!**

### Comments on Presentations

1. A professional presentation requires professional dress
2. Presentation rehearsal is a good idea
3. Rehearse demonstrations in advance
4. Use a pointer or indicator
5. **DON'T STAND IN FRONT OF SCREEN!!!**
6. Keep your hands out of your pockets. don't play with loose change
7. Watch the presentation length– most are 8 to 15 minutes with additional time for questions
8. Respond honestly to questions – if you don't know say so
9. Make eye contact with your audience
10. Control the level and tone of your voice
11. **DON'T READ FROM NOTES!!!**
12. Stand up straight, don't sit on the table
13. Always have a back up

# Future Forecasting Presentation Evaluation Checklist

## GT 350 - Technology and Civilization

### Outline (15 Points)

\_\_\_\_\_ Outline addresses each of the following (15 points)

- Background Information/current status regarding technology and policy (5 points)
- New Direction (3 points)
- Accurate strategy/scenario (3 points)
- Consequences (Futures Wheel) (2 points)
- Problems/Obstacles (2 points)

### Introduction (15 Points)

\_\_\_\_\_ Citations used to find information (5 points)

- Key points have citations
  - Pictures have Citations
- References at end of Presentation

\_\_\_\_\_ Background Information (10 points)

- Brief but adequate coverage of how the technology evolved
- Adequate coverage of current status regarding technology and public policy

### Future Forecasting (35 points)

\_\_\_\_\_ Description of desired future for strategy/new policy (10 points)

- Accurate scenario provided for your strategy/new policy

\_\_\_\_\_ Strategy/New Policy (10 points)

- Strategy/new policy thoroughly explained

\_\_\_\_\_ Futures wheel for strategy/new policy (10 points)

- Includes primary, secondary and tertiary effects documented **AND** presented to class

\_\_\_\_\_ Presentation of potential problems/obstacles for strategy/new policy **AND** include on futures wheel (5 points)

- Realistic and logical

**Group Oral Presentation (35 points)**

\_\_\_\_ Organization (5 points)

- Presentation is organized, easy to follow
  - Introduced Himself or Herself

Title Slide: •Name  
•Date

•Agenda Slide  
•Summary Slide

\_\_\_\_ Content (3 points)

- Presentation content is accurate, covers all key points

\_\_\_\_ Quality of Slides (5 points)

- Heading, bullets, numbered, awkward, boarders, crowded, etc.
  - Slide Numbers
  - Font sizes
  - Amount of text on page
  - Pictures
  - Videos

\_\_\_\_ Spelling, grammar, punctuation (3 points)

- All slides are correct

\_\_\_\_ Presenters Knowledge of Material (3 points)

- Accurate, shows preparation

\_\_\_\_ Eye Contact (3 points)

- Don't read, audience contact

\_\_\_\_ Poise and Posture (3 points)

- Self-assurance, composure, group presence, attitude, stance

\_\_\_\_ Professional Dress (4 points)

- Coat and tie or equivalent

\_\_\_\_ Voice Level/Control (3 points)

- Volume, word pronunciation

\_\_\_\_ Length of Presentation (3 points)

- 8 - 15 minutes, with time for questions

\_\_\_\_ **TOTAL (100 Points)**

# **Future Forecasting Presentation Evaluation Checklist**

# GT 350 - Technology and Civilization

## Outline (15 Points)

- \_\_\_\_\_ Outline addresses each of the following (15 points)
- Background Information/current status regarding technology and policy (5 points)
  - New Direction (3 points)
  - Accurate strategy/scenario (3 points)
  - Consequences (Futures Wheel) (2 points)
  - Problems/Obstacles (2 points)

## Introduction (15 Points)

- \_\_\_\_\_ Citations used to find information (5 points)
- Key points have citations
- \_\_\_\_\_ Background Information (10 points)
- Brief but adequate coverage of how the technology evolved
  - Adequate coverage of current status regarding technology and public policy

## Future Forecasting (35 points)

- \_\_\_\_\_ Description of desired future for strategy/new policy (10 points)
- Accurate scenario provided for your strategy/new policy
- \_\_\_\_\_ Strategy/New Policy (10 points)
- Strategy/new policy thoroughly explained
- \_\_\_\_\_ Futures wheel for strategy/new policy (10 points)
- Includes primary, secondary and tertiary effects documented **AND** presented to class
- \_\_\_\_\_ Presentation of potential problems/obstacles for strategy/new policy **AND** include on futures wheel (5 points)
- Realistic and logical

## Group Oral Presentation (35 points)

- \_\_\_\_\_ Organization (5 points)
- Presentation is organized, easy to follow
    - Introduced Himself or Herself
  - Title Slide: •Name •Agenda Slide  
•Date •Summary Slide
- \_\_\_\_\_ Content (3 points)
- Presentation content is accurate, covers all key points
- \_\_\_\_\_ Quality of Slides (5 points)
- Heading, bullets, numbered, awkward, boarders, crowded, etc.
    - Slide Numbers •Font sizes
    - Amount of text on page •Pictures
    - Videos
- \_\_\_\_\_ Spelling, grammar, punctuation (3 points)
- All slides are correct
- \_\_\_\_\_ Presenters Knowledge of Material (3 points)
- Accurate, shows preparation
- \_\_\_\_\_ Eye Contact (3 points)
- Don't read, audience contact
- \_\_\_\_\_ Poise and Posture (3 points)
- Self-assurance, composure, group presence, attitude, stance
- \_\_\_\_\_ Professional Dress (4 points)
- Coat and tie or equivalent
- \_\_\_\_\_ Voice Level/Control (3 points)
- Volume, word pronunciation
- \_\_\_\_\_ Length of Presentation (3 points)
- 8 - 15 minutes, with time for questions

## TOTAL (100 Points)