What Does It Mean to be Different?

Course Project

(150 points)

Note: This project is developed in different steps. No assignments will, however, be accepted, if not all previous assignments are submitted on time and subsequently.

Project rationale:

It is easy to recognize any differences among human beings, yet it appears difficult to understand what it means to be different. Narcistic individuals believe they are different from the rest; they see all people as an entire group but themselves as individuals who are smarter and better than the rest. Racists also convince themselves that they are different, because they count themselves as individuals who belong to a group, who is biologically more capable then the rest of human beings. Therefore, they try to convince the rest of the people that it is this superior group, who should be in charge of decision-making while the rest should obey. Despite any individual confusion, those social positions are fueled for political purposes. The issues become even deeper when these false implications reach ordinary people, who, when left uneducated, unconsciously become side of the scenarios that intentionally categorize people into hierarchical groups, with the ones on top “blessed” with ruling powers and the rest just to be ruled. While many believe that despite any differences, we are all the same human beings, only a few take time to deeply reflect on what is wrong with these kinds of allegations, how to help the truth come out, and how to empower people.

Project Goals:

This project aims to promote diversity- and inclusion – through storytelling. By using an anthropological understanding and tools, the project will engage students in important social debates about diversity and inclusion.

The project includes individual readings and writing as well as group discussions and presentation. By the end of the project, students:

- will use personal narratives of actual experiences
- will build a general model of understanding, applicable to all forms of diversity
- will highlight human commonality
- will address cultural influences on emotions and intellect
- will answer the questions of how and for what purpose students should learn about others
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Project Steps:

The project includes the following stages: Step 1 - Reading and Brainstorming; Step 2 - Reading and Discussion; Step 3 – Writing a story; Step 4 – Story presentation and Step 6: Project discussion; Reflection and Conclusions.

Step 1.

During this step, students will be directed to read certain experts of the book The Challenge of Human Diversity (DeWright R. Middleton) and brainstorm on how they connect with the stories of the book.

At the end of this step, they will post a short paragraph highlighting at least 3 stories that they feel connected at the most. (10 points)

Step 2.

During this step, a reading discussion of 300-350 words will be developed based on the initial interests. (Topics and questions show on Attachment 2). At least four comments on other postings are required for full credit. (20 points. Grading rubric shown on Attachment 3)

Step 3.

During this step, students will narrow down to one single topic. Post the topic and a short outline of the story. (10 points)

Step 4.

During this step, students will be directed to write a narrative essay on Human Diversity based on a real-life story of 900-1000 words. (See Attachment 4 for all the details related to Narrative Essay and Narrative Stories. See attachment 5 for the Grading Rubric) (40 points)

Step 5.

During this step, students are required to present their story to the class through a 15 minutes PowerPoint presentation with a recorded voice. The presentation consists of an open slide dedicated to both an introduction of the author and the individual topic. The next 7-8 slides should be dedicated to an introduction of the characters, introduction of place, the plot of the story and a reflection/ conclusions based on what happened. The last slide should make a
connection with at least one of the readings excerpts from the book. (See attachment 6 for the Grading Rubric) (40 points)

Step 6.

During this step, students will develop a project discussion guided by a set of questions as following: What was the project about? What did you learn from the readings? Was there something that you didn’t know or you knew differently? Describe it. What from the book or the discussions triggered your story idea? What did you want the others know through your story? Finally, answer to the following question in a full paragraph and based on evidence: What does it mean to be different and how should diversity be understand? Respond to at least four other postings for full credit. (30)
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The list of readings and directions for discussion:

Note: Your main posting will be 300-350 words and is due Thursday. You need to respond by Sunday to at least 4 other postings to be considered for full credit.

What to do? Read through the entire list and see what topics would interest you at the most. It is strongly suggested that you read and explore much more than required. It will help you with an understanding of diversity as a notion but also will trigger your memory. Then highlight 4-5 topics and read them carefully.

Answer the following questions:

A. What is the story about?
B. Why is the story important to you? (It reminds me of…)
C. What is your reflection on the story? Help us understand it better. Expand.

1. The Challenge of Diversity (pg.1-3)
2. Culture Shock
   a. System (pg.10-13)
   b. Communication (pg.13-15)
   c. Food (pg.16-18)
   d. Gender roles (pg.18-20)
   e. Moral dilemmas (pg.21-23)
   f. The shock of new (pg. 23-25)
3. Who are we? (pg.27-30)
   a. Race (pg. 30-32)
   b. Emotions (pg. 33-39)
   c. Culture (pg. 39-42)
   d. Identity (pg. 42-43)
   e. Social status (pg. 43-44)
   f. Morality (pg. 45)
4. Differences
   a. Poverty (pg. 30-57)
   b. Gender (pg. 61-63)
   c. Ethnicity (pg. 63-64)
5. Other
   a. The myth of Africa (pg. 73-80)
   b. Sexuality (pg. 94-97)
   c. Social control (pg. 97-100)
   d. Mcworld (pg. 100-103)
   e. Globalization (pg. 107-110)
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Rubric for Assessment of discussions

What is an A (18-20 point) assignment?

All of the questions are answered properly. Spelling and grammar is correct and all answers are easy to read. The "thought" question/questions make it clear that you have read the textbook and the material at the web site and synthesized the material in a thoughtful fashion. Assignments go beyond the simple answering of the questions asked to show how you are thinking your way through the material. Note: An illustration from everyday life is considered application of knowledge and is a MUST for full credit.

What is a B (16-17) assignment?

The B assignment might have one or two minor errors but all questions are answered. The B assignment usually has a "thought" question answer that is more superficial than the A answer.

What is a C/D (12-15) assignment?

These assignments usually have unanswered questions and/or show little time or thought for the "thought" question. Assignments with unanswered "thought" questions automatically receive no more than a D grade.

Is there any "failing" (up to 15 points) assignments?

Yes. If your assignment is copy-and-paste or displays insignificant information. In addition, late assignments will not be graded.

IMPORTANT NOTE: Post your main discussion by Thursday (unless otherwise stated); Add four comments by Sunday for full credit.
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IMPORTANT THINGS ABOUT NARRATIVE

Or

How to understand and write a narrative story*

What is a Narrative?

A narrative is a story, which is a spoken or written of connected events on purpose.

Narratives, sometimes known as storytelling, are a human ability for recounting life experiences and events, whether true or fictions. Narratives are a way of group communication, sharing knowledge, and learning.

Humans as storytelling animals

The ability of storytelling is so specific to humans, that even though it is scientifically proven that other animals communicate as well, sometimes humans are described as story-telling animals.

While describing humans as story-telling animals indicates the potential of human beings for sharing and learning, it doesn’t necessarily explain why the potential for story-telling is so different from one individual to another and what does it mean to improve it.

A Narrative Anthropology

Anthropology as the study of human beings at all the places and all the time, takes a special interest in story-telling first, because story-telling is a human activity and second, because story-telling is a good tool for data collection. Story-telling is mostly a learning tool; even before any educational institution, folklore tales are an indication on how humans shared and taught culture and morals from one generation into another. On his book A Narrative Anthropology, Gregory G. Reck wrote: “There is a story of the anthropologist Gregory Bateson about a computer, which programmed to respond exactly as would a human, was asked by the programmer how it could determine that its responses were actually those characteristic of human. There was a pause and whirring of spindles before the computer finally responded with a tape which began: “That reminds me of a story…”

* All the materials presented here are collected from different academic websites and are modified for the purpose of this project.
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For this project, mastering story-telling is on purpose of being able to share stories that show how we are so different yet essentially the same human being fully capable of understanding each-other, mating, working together and making the earth a better place for all.

Storytelling as a social and cultural activity helps people relate to one another while as an educational activity is effective at teaching in a way that people can easily remember.

While teaching how to write a narrative is not a primary purpose of this course, along with a promotion of diversity, the project will improve the writing and presenting skills. Below here is a guideline on how to understand and write a Narrative Essay.

Writing a Narrative Essay

(http://web.gccaz.edu/~mdinchak/101online_new/assignment3writing.htm)

Purpose of a Narrative Essay

While storytelling is a human ability, a narrative essay is an academic activity the main goal of which to teach students how to improve their writing and communication skills.

A narrative essay is a story written about a personal experience. Writing a narrative essay provides an opportunity to get to know and understand yourself better. One of the best ways to reveal who you are is to write about how you became aware of something, gained a new way of seeing the world, a new insight. While such awareness can occur for apparently unexplainable reasons, it most often happens when you encounter new ideas or have experiences that change you in some way. During the process of writing a narrative, you will learn ways to articulate personal experience to inform and entertain others. Narratives provide human interest, spark our curiosity, and draw us close to the storyteller. In addition, narratives can do the following:

- Create a sense of shared history, linking events and people together.
- Provide entertainment. Most people enjoy learning a story.
- Provide psychological healing. Reading or listening to the narrative of someone who faced a life crisis similar to one you are experiencing can help you through the crisis. They can also help the writer deal with the crisis.
- Provide cultural insight. Narratives can help you discover values, explore options, and examine motives.

Characteristics of the Narrative

When writing a narrative essay, one might think of it as telling a story. These essays are often anecdotal, experiential, and personal—allowing writers to express themselves in a creative and, quite often, moving ways.
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Narrative essays describe specific experiences that changed how you felt, thought, or acted. The form of a narrative is similar to a story in that it describes how your character is feeling by "showing" through his/her actions, rather than by coming right out and "telling" your readers. However, a good narrative isn't just an entertaining story, but has a point to make, a purpose to convey. In writing a narrative essay, your purpose is not to merely tell an interesting story but to show your readers the importance and influence the experience has had on you. This experience may be used as a springboard for reflection.

A good narrative:

- involves readers in the story.
  It is much more interesting to actually recreate an incident for readers than to simply tell about it.
- relates events in sequence.
  The creation of specific scenes set at actual times and in actual places. Show, don't tell. Recreate an event by setting it in a specific time and space.
- includes detailed observations of people, places, and events.
  Do you recall sights, sounds, smells, tactile feelings, and tastes? Use actual or re-created dialogue? Give actual names of people and places.
- presents important changes, contrasts, or conflicts and creates tension.
  Do you grow from change? Is there a conflict between characters? Is there a contrast between the past and the present?
- is told from a point of view—usually the author's point of view.
- focuses on connection between past events, people, or places and the present.
  How relevant is the event today? How relevant will it be in your future?
- makes a point, communicates a main idea or dominant impression.
  Your details, specific scenes, accounts of changes or conflicts, and connections between past and present should point to a single main idea or dominant impression for your paper as a whole. While not stating a flat "moral" of the story, the importance of your memory must be clear to your reader.

Planning the Narrative Essay

To plan a narrative, your job is:

- first, select a story worthy of writing about,
- second, find relevance in that story (writers might ask themselves what about the incident provided new insights or awareness)
- finally, dredge up details which will make the incident real for readers.

Good stories occur everywhere and can be told about anything. They are as likely to occur in your own neighborhood as in some exotic locale.

Potential stories happen daily; what makes potential stories actual stories is putting them into language, recounting them, orally or in writing. Good stories are entertaining, informative, lively, and believable; they will mean something to those who write then as well as to those who read them.
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Subjects for good essays have no limits. You already have a lifetime of experiences from which to choose, and each experience is a potential story to help explain who you are, what you believe, and how you act today. When beginning, you might want to ask yourself:

- Did you ever have a long-held belief or assumption shattered? Can you trace the change to one event or a series of events?
- Is there a particular experience that you observed that has had a profound influence on your life?
- Is there a person that has greatly influenced you?
- Is there a decision that you had to make, or a challenge or an obstacle that you faced?
- Was there ever a moment in your life when you decided to reform, to adopt a whole new outlook?
- How would you characterize your attempt? (Successful? Unsuccessful? Laughable? Painful?)

Here are some subject suggestions:

Other Places/People
Describing other place, people you met/saw there, any food you tasted, different fashion- can be a good subject, since it features you in a unique position and allows you to explore a new way of living or celebrate diversity. There is always a large audience out there who is curious to know about others but also to identify with a narrative about others. The experiences with others are as many as individuals on the earth. Therefore, always there are fresher, deeper and unique stories to tell about Others.

Cultural Shocking Experiences
Perhaps the most interesting but also the most difficult experience to write about is one that you already recognize as a turning point in your life, whether it is a trip, a new job, or a special event in life (marriage, giving birth etc). Writers who explore such topics in writing often come to a better understanding of them. Also, their very significance challenges the writers to make them equally significant for an audience that did not experience them. When you write about culture shock experiences, pay special attention to the physical details that will both advance your story and make it come alive for readers.

Daily Life Events
Commonplace experiences make fertile subjects for personal narratives. You might describe eating a new kind of food, using a new kind of technology, or a language misunderstanding. You also may tell about a personal experience during which you felt you were ignored/ humiliated or discriminated by others. Make sure you explain in details how you felt; what you thought and what you think now about it. If you are accurate, honest, and observant in exploring a subject from which readers expect little, you are apt to pleasantly surprise them and draw them into your essay. Work experiences are especially fruitful subjects, since you
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may know inside details and routines of restaurants and retail shops that the rest of us can only guess.

Note:

Remember, any human experience is a cultural experience; any human struggle has something interesting and unique to tell. It is important you tell about a story that 1) happened to you 2) is a real story 3) describes everything in details 4) emphasizes your feelings and thoughts 5) ends up with a deep/ strong reflection on human diversity and inclusion.

Writing the Narrative Essay

A few things to remember when writing a narrative essay:

Narratives are generally written in the first person, that is, using I. However, third person (he, she, or it) can also be used.

Narratives rely on concrete, sensory details to convey their point. These details should create a unified, forceful effect, a dominant impression.

Narratives, as stories, should include these story conventions: a plot, including setting and characters; a climax; and an ending.

More information about writing a narrative essay

Narrative and Descriptive Composition Patterns
Good discussion of the descriptive details required for an effective narrative. Includes examples of narrative essays by Jeffrey Taylor and Mark Twain.

Washburn University Writing Center Handout on Narration

Writing Skills: Narrative Essays

Descriptive Detail
Excellent explanation of descriptive detail in writing including the uses of descriptive details and various types.

More on Narrative Essays: https://owl.english.purdue.edu/owl/resource/685/04/
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APPENDIX

Why is a storytelling important?

Below here are some interesting postings I found in the Internet on why a storytelling is important to people from all backgrounds in life.

https://www.quora.com/Why-is-storytelling-important

Jon Ferreira:

Storytelling is what connects us to our humanity. It is what links us to our past, and provides a glimpse into our future. Since humans first walked the earth, they have told stories, before even the written word or oral language. Through cave drawings and over fires, humans have told stories as a way to shape our existence. Things happen to us -- the elements of a story -- but as humans, we have unique perspectives, which shape how a story is relayed. Storytellers learned early on that people like to hear stories with a beginning, a middle, and an end. We seem to be drawn to stories that have characters that look like us -- or at least share characteristics we can relate to. We also desire to be drawn into the storytelling, and enjoy when a story builds up to a thrilling climax, followed by a satisfying conclusion. We want to use our imaginations, and sometimes don't, and prefer to passively have a story told to us. Many of us enjoy being moved by a story, either emotionally, or viscerally, like in a good action film.

Key reasons we NEED storytellers:

- To emotionally feel what other human beings feel that we haven’t, in order to live another’s pain, joy, heartache, love, etc. (empathy)
- To emotionally feel what other human beings feel that we have felt, in order to feel not so alone and to reaffirm our own humanity
- To see ourselves in a story -- our profession, our position in life
- To see ourselves as who we'd like to be -- Perhaps as an action star, a double agent, or a dashing romantic-action star
- To find friends in the characters we'd like to have as friends, and love in the characters we are attracted to and would long to love
- A cautionary tale for what happens when we forget the humanity of others, and inflict horrible atrocities on those we consider our foes
- To purge -- Aristotle spoke of catharsis, when an audience would be purged of all its guilt, shame, fear, etc. by watching something awful, like a Greek Tragedy on stage
- To teach a history of a culture
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- To endow morals and principles on young people
- To distract or divert our attention from the tough realities of life
- To entertain
- To teach/educate
- To entice/turn on
- To provoke/agitate
- To incite (as in to riot, revolution, etc.)
- To intellectually stimulate
- To inspire (as in innovation, social change, etc.)
- To predict/shape the future
- Shape and change social prejudices (end bigotry, promote tolerance, etc.)
- To give our lives meaning
- To impart a religious doctrine (dogma, deity stories, etc.)
- To punish/scare children
- To express beauty

Conclusion

A society passes on its values and uses stories to "..hold a mirror up to nature" as Hamlet said, to show us our reflection, however hard it may be to look. But it also shows from whence we came, and to where we are heading. Storytelling is how we make meaning out of the chaos of human existence. It provides a shape, so that our own lives have a beginning, middle, and an end, and we can feel like we've meant something, and left our mark on the world. If just one person can tell just one iota of our life story, than we have a narrative, and were the protagonists in our own life story. This is why we create stories, and this is why we NEED storytellers. They entertain AND educate us. They are what make us human, and not savage beasts of the wild.

Mary Cosmo:

The only thought I had in my mind after reading this question is: “Yes, everyone does need to tell a story!” Personally, I can’t imagine a better way to share your message with the world. No matter what this message is about.

Did you notice that every creation comes along with a description, or should I say usage manual? I am not talking only about some kind of products or services. It regards to art, innovations and, of course, ideas, in other words, not physical objects, those that we can’t touch or scale.

Why does every painting or image come with a description, which tells us what is it about? Because we understand words. People can’t read thoughts, sometimes we can’t understand ideas or the creation of another human being. But we do get words. Persuasive statement or a compelling copy can put our perception of things in the order.

That’s why storytelling matters. That’s exactly why it’s important. And this is the reason for you to sharpen your storytelling skills.

Akta Paneri:
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For over 27,000 years, since the first cave paintings were discovered, telling stories has been one of our most fundamental communication methods.

Here is the science around storytelling:

Our brain on stories: How our brains become more active when we tell stories
We all enjoy a good story, whether it's a novel, a movie, or simply something one of our friends is explaining to us. But why do we feel so much more engaged when we hear a narrative about events?

It's in fact quite simple. If we listen to a PowerPoint presentation with boring bullet points, a certain part in the brain gets activated. Scientists call this Broca's area and Wernicke's area. Overall, it hits our language processing parts in the brain, where we decode words into meaning. And that's it, nothing else happens.

When we are being told a story, things change dramatically. Not only are the language processing parts in our brain activated, but any other area in our brain that we would use when experiencing the events of the story are too.

If someone tells us about how delicious certain foods were, our sensory cortex lights up. If it's about motion, our motor cortex gets active:

"Metaphors like "The singer had a velvet voice" and "He had leathery hands" roused the sensory cortex. [...] Then, the brains of participants were scanned as they read sentences like "John grasped the object" and "Pablo kicked the ball." The scans revealed activity in the motor cortex, which coordinates the body's movements."

A story can put your whole brain to work. And yet, it gets better:
When we tell stories to others that have really helped us shape our thinking and way of life, we can have the same effect on them too. The brains of the person telling a story and listening to it can synchronize, says Uri Hasson from Princeton:

"When the woman spoke English, the volunteers understood her story, and their brains synchronized. When she had activity in her insula, an emotional brain region, and the listeners did too. When her frontal cortex lit up, so did theirs. By simply telling a story, the woman could plant ideas, thoughts and emotions into the listeners' brains."

Evolution has wired our brains for storytelling—how to make use of it
Now all this is interesting. We know that we can activate our brains better if we listen to stories. The still unanswered question is: Why is that? Why does the format of a story, where events unfold one after the other, have such a profound impact on our learning? The simple answer is this: We are wired that way. A story, if broken down into the simplest form, is a connection of cause and effect. And that is exactly how we think. We think in narratives all day long, no matter if it is about buying groceries, whether we think about work or our spouse at home. We make up (short) stories in our heads for every action and conversation. In fact, Jeremy Hsu found [that] "personal stories and gossip make up 65% of
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our conversations."

Now, whenever we hear a story, we want to relate it to one of our existing experiences. That’s why metaphors work so well with us. While we are busy searching for a similar experience in our brains, we activate a part called insula, which helps us relate to that same experience of pain, joy, or disgust.

We link up metaphors and literal happenings automatically. Everything in our brain is looking for the cause and effect relationship of something we've previously experienced.

Howie Reith:

Humans are emotional creatures. My impression is that storytelling allows us to digest information more easily because it connects that information to emotions.

When I look at my most upvoted answers on Quora a disproportionate number of them explain the message I’m hoping to convey through anecdote. Likewise, I’ve been reading a large number of the most highly rated non-fiction books I can find, and almost without fail they teach their lessons through anecdote. Sometimes the anecdotes aren't even particularly good, or even necessarily relevant, but they seem to add meaning to the writing, and thus plausibility for their readers, who then rate them five stars on Amazon.

Humans seem to like teleological explanations for things more than purely causal explanations. "Fish have gills because organisms that developed gill-like structures in their bodies through random mutation out-survived those which did not" is more difficult for people to comprehend than "fish have gills so they can breathe underwater." Stories supply the meaning to the things we are learning. It may not be the most accurate way to teach, but it is a memorable one, and for most practical purposes, equally effective.

Storytelling is important because it is effective at teaching in a way that people can easily remember, and at helping people relate to one another.

Aditya Basu:

To keep it articulate, concise and yet as candid as it can

“It’s important that we share our experiences with other people.

Your story would heal you and your story would heal somebody else.

When you tell your story, you free yourself and empower other person to acknowledge their own”

Aarushi Sharma:
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What a road is to the home, story is to life.

Story rests the direction of life in the hands of listener.

Varun Kumar: Story is data with a soul

What is the significance of storytelling?
I figured humans as far as we know are the only creatures that tell stories, it made me think to get a list of the reasons why we do.

Nan Waldman

I graduated from a respected School of Journalism with a minor in anthropology, so I know a little something about storytelling in different cultures.

First we have to define the term 'storytelling,' because stories are told using myriad methods and media -- through music, dance, oral and written poetry; in writing prose (fiction or nonfiction), via film, animation, on television, in the theatre, on you tube, in a comic book, manga, and art. I know there are many other outlets for storytelling which I am not remembering. We are limited only by our imaginations as far as methods go.

The significance of the method of communication used to tell a story is this: the method impacts its message or, as Marshall McLuhan said, "The medium is the message."

http://en.wikipedia.org/wiki/The...

This means it is impossible to distinguish the story from the storyteller.

Next, we need to define what, exactly, a 'story' actually is. This may seem obvious, but it is not. Is a myth a story? I would argue that it is, since each myth has a beginning, middle and end, and a protagonist who is impacted in some way as a result of the 'lessons' learned. Fairy tales? I would again suggest that each is a complete story, begun as an oral narration passed down over time, with moral lessons being imparted to the listening children. Every genre can be similarly analyzed.

However we define it, storytelling serves to impart the wisdom, values and behaviors of one generation to succeeding generations, and to excite, inform, entertain, enlighten or otherwise impact the minds and hearts of those whose good luck it is to hear, see or somehow experience a really great story.
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Rubric for Assessment of the Narrative Story

(maximum of 40 points)

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<thead>
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<th>Rubric for A ssessment of the Narrative Story</th>
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<tr>
<td><strong>INTRODUCTION</strong></td>
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<td>Background/History</td>
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<td>Thesis Statement</td>
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<td><strong>CONCLUSION</strong></td>
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<td>Well-developed introduction engages the reader and creates interest. Contains detailed background information. Thesis clearly states a significant and compelling position. Conclusion effectively wraps up and goes beyond restating the thesis.</td>
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<td>Introduction creates interest. Thesis clearly states the position. Conclusion effectively summarizes topics.</td>
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<td>Introduction adequately explains the background, but may lack detail. Thesis states the position. Conclusion is recognizable and ties up almost all loose ends.</td>
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<td>Background details are a random collection of information, unclear, or not related to the topic. Thesis is vague or unclear. Conclusion does not summarize main points.</td>
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<td><strong>MAIN POINTS</strong></td>
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<td>Body Paragraphs</td>
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<td>Well developed main points directly related to the thesis. Supporting examples are concrete and detailed. The narrative is developed with a consistent and effective point-of-view, showing the story in detail.</td>
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<td>Three or more main points are related to the thesis, but one may lack details. The narrative shows events from the author's point of view using some details.</td>
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<td>Three or more main points are present. The narrative shows the events, but may lack details.</td>
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<td>Less than three main points, and/or poor development of ideas. The narrative is undeveloped, and tells rather than shows, the story.</td>
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<td><strong>ORGANIZATION</strong></td>
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<td>Structure/Transitions</td>
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<tr>
<td>Logical progression of ideas with a clear structure that enhances the thesis. Transitions are mature and graceful.</td>
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<tr>
<td>Logical progression of ideas. Transitions are present equally throughout essay.</td>
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<tr>
<td>Organization is clear. Transitions are not present.</td>
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<tr>
<td><strong>STYLE</strong></td>
<td></td>
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<tr>
<td>Sentence flow, variety</td>
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<tr>
<td>Writing is smooth, skillful, coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words well chosen.</td>
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<tr>
<td>Writing is clear, but sentences have varied structure. Diction is consistent.</td>
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<tr>
<td>Writing is confusing, hard to follow. Contains fragments and/or run-on sentences. Inappropriate diction.</td>
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<tr>
<td><strong>MECHANICS</strong></td>
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<tr>
<td>Spelling, punctuation, capitalization</td>
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<tr>
<td>Punctuation, spelling, capitalization are correct. No errors.</td>
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<tr>
<td>Punctuation, spelling, capitalization are generally correct, with few errors. (1-2)</td>
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<tr>
<td>A few errors in punctuation, spelling, capitalization. (3-4)</td>
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<tr>
<td>Distracting errors in punctuation, spelling, capitalization.</td>
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</tbody>
</table>

Introduction/Conclusion _______  Grade Equivalent (30 points maximum):
Main Points _______  A = 36-40 points
Organization _______  B = 32-35 points
Style _______  C = 28 - 31 points
Mechanics _______  D = 24-27 points
Total Points _______  F = up to 23 points

Grade of _______
What Does It Mean to be Different?

Rubric Assessment for the PowerPoint Presentation

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
<th>Total Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong> (4 points)</td>
<td>The type of presentation is appropriate for the topic and audience.</td>
<td>2</td>
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<td></td>
<td>Information is presented in a logical sequence.</td>
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<tr>
<td><strong>Content</strong> (13 points)</td>
<td>Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.</td>
<td>3</td>
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<td>Presentation contains accurate information.</td>
<td>7</td>
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<td>Material included is relevant to the overall message/purpose.</td>
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<td>Appropriate amount of material is prepared, and points made reflect well their relative importance.</td>
<td>4</td>
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<td>There is an obvious conclusion summarizing the presentation.</td>
<td>5</td>
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<tr>
<td><strong>Presentation</strong> (13 points)</td>
<td>Speaker uses a clear, audible voice.</td>
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<td>Good language skills and pronunciation are used.</td>
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<td></td>
<td>Visual aids are well prepared, informative, effective, and not distracting.</td>
<td>2</td>
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<td>Length of presentation is within the assigned time limits.</td>
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<tr>
<td></td>
<td>Information was well communicated.</td>
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<tr>
<td><strong>Total Points</strong></td>
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<td>40</td>
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