

Biodiversity Presentation

The purpose of this assignment is to introduce you to the biodiversity of living organisms.

For this assignment, each group will be assigned a taxon (a group of organisms) to research. Each group will then prepare a multimedia presentation and give an oral presentation to the class on their assigned group of organisms.

Assignment Details

STEP 1. Research your group of organisms.

- Each group will be assigned a taxon.
- You will be given some class time to conduct research on your organisms. (You may also have to conduct research and/or prepare your project outside of class time.)
- Research questions to answer (need to be included in your presentation)
 1. What types of organisms are included in your taxon?
 - a. Give many examples of different species in this group
 2. What are the key features of this group that makes them unique or different from other taxa (give lots of details and be specific!).
 3. What effects does this group of organisms have on their ecosystem/environment? Give specific species examples.
 4. What species in this group are we likely to see in our local environment (Central Valley or California)?
 5. Are there any species in this group of organisms that directly benefit humans? (e.g. medicine, building materials, agriculture, biotechnology)
 6. Any other interesting information about this group you would like to share?

STEP 2. Create a multimedia presentation.

- Organize your research (above) into a multimedia presentation.
 - Many programs can be used for this including, but not limited to: PowerPoint, Google slides, Prezi
 - There is no specific format for your presentation. The only requirement is that all of your research from *Step 1* is included.
- **MAKE SURE TO INCLUDE A REFERENCES PAGE IN YOUR PRESENTATION.** There is no specific format you have to use to cite your sources, just make sure you list them!

STEP 3. Give an oral presentation.

- Using your multimedia piece put together in *Step 2*, your group will orally present your findings to the class.
- Your presentation should be **AT LEAST 10 MINUTES LONG** and no longer than 13 minutes.
- Your classmates will be given a 2 – 5 minute period to ask you questions about your group once you are done presenting.

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STEP 3a. Create a worksheet for your peers.

- Develop an interactive worksheet for your audience of peers (classmates) to fill out while listening to your presentation.
 - Include what your group thinks is the most important information of your group of organisms.
- *IMPORTANT: Some of the questions/information that your group develops to go on this worksheet will be chosen to be on the next exam!*

Important Dates:

DATE	Day	Time	Instructions
		Lecture period	Form groups and pick topics
		Lecture period	Work on project
		Lab period	Work on project
		12:00PM	Deadline to submit worksheet & PowerPoint on Canvas
		Lecture period	Oral presentations
		BEGINNING of lecture period (2:00PM)	Submit final materials: 1. Peer evaluation 2. Presentation Handouts

Grading:

50 points – Oral presentation graded by instructor (see Presentation Rubric for points breakdown)

15 points – Peer Evaluation (filled out by peers; see Peer Evaluation Rubric for points breakdown).

10 points – Worksheets (from other group's presentations)

75 points - TOTAL

Other documents to reference (posted on Canvas):

- Presentation Rubric (used by instructor)
- Peer Evaluation

Useful Resources:

- <http://www.ucmp.berkeley.edu/alllife/threedomains.html>
- <https://www.nwf.org/Wildlife/Wildlife-Library.aspx>
- <http://plants.usda.gov/java/>

Biodiversity Project – Group Presentation Rubric

Group Members: _____

Research		Strongly Agree (5 points)	Agree (4 points)	Undecided (2.5 pts)	Disagree (1 point)	Strongly Disagree (0 points)	Brief Comments
1.	Many examples of different species in the group were presented.						
2.	Many key features of this group were discussed in a way that explained how these features made this group different from others.						
3.	Specific examples were given on how species in this groups affect their ecosystem.						
4.	Examples of species from this group that can be seen in the local environment (Central Valley/California) were given.						
5.	Specific benefits that species in this group provide to humans were discussed.						
6.	Other pieces of interesting information were given about this group of organisms.						

Presentation

7.	Use of multimedia (powerpoint, graphics, videos, ect.) was appropriate for the topic; A reference page was included.						
8.	All group members participated in the speaking and presentation equally; Eye contact and voice clarity & loudness was sufficient for all members.						
9.	Worksheet appropriate for topic; presenters were knowledgeable and able to answer audience questions about the topic.						
10.	Presentation met time standards (min 10 minutes; max 13 minutes)						

Biodiversity Project – Group Peer Evaluation Rubric

Name	Participation in Research (3 points)	Participation in Developing Media (3 points)	Participation in oral presentation (3 points)	Participation in developing worksheet (3 points)	Knowledge of material (3 points)	TOTAL (out of 15)

The individuals in your group (including yourself) will be given a score out of 15 based on the average score given from all group members from this rubric. PEER EVALUATION WILL NOT BE RETURNED TO STUDENTS AND WILL ONLY BE REVIEWED BY THE INSTRUCTOR.

Teaching Notes:

Student Learning Outcomes:

1. Evaluate comparative anatomy and physiology in living organisms.
2. Compare and classify representative organism from some kingdoms and discuss their contributions to the habitat.
3. Build a basic vocabulary related to biological and scientific terms, and be able to apply them when writing and speaking.

Course Objectives:

1. Compare and contrast functional systems of living organisms
2. Describe briefly the diversity of invertebrates and vertebrates.