

## Trinity University Digital Commons @ Trinity

---

Information Literacy Resources for Curriculum  
Development

Information Literacy Committee

---

Fall 2010

# Final Project: Written & Oral

Sarah K. Pinnock

Trinity University, [sarah.pinnock@trinity.edu](mailto:sarah.pinnock@trinity.edu)

Follow this and additional works at: [https://digitalcommons.trinity.edu/infolit\\_grantdocs](https://digitalcommons.trinity.edu/infolit_grantdocs)

---

### Repository Citation

Pinnock, Sarah K., "Final Project: Written & Oral" (2010). *Information Literacy Resources for Curriculum Development*. 51.  
[https://digitalcommons.trinity.edu/infolit\\_grantdocs/51](https://digitalcommons.trinity.edu/infolit_grantdocs/51)

This Instructional Material is brought to you for free and open access by the Information Literacy Committee at Digital Commons @ Trinity. It has been accepted for inclusion in Information Literacy Resources for Curriculum Development by an authorized administrator of Digital Commons @ Trinity. For more information, please contact [jcostanz@trinity.edu](mailto:jcostanz@trinity.edu).

## Religion 1320: Final Project

### Written assignment

**Due: Tuesday November 30 in class**

**Requirements:**

- 1. Evaluative Annotated Bibliography on 7 sources (see list below)**
- 2. Reflection on Research Process (one paragraph)**
- 3. Reflection on Group Process (one paragraph)**

Please submit hard copy stapled together in consecutive order (there will be 9 paragraphs total)

**Instructions:** Prepare an Evaluative Annotated Bibliography in MLA format, using guidelines on the Coates Library website [http://lib.trinity.edu/lib2/annot\\_bib.php](http://lib.trinity.edu/lib2/annot_bib.php) (scroll down to Constructing an Evaluative Annotated Bibliography). You should read the instructions carefully so that your evaluative annotation has all of the required components:

- a citation for the text in MLA style
- a brief description or summary of the text
- a brief analysis of the text's primary thesis, argument, or focus
- a determination on the accuracy or timeliness of the text
- a review of the author's credentials
- a prediction or description of the text's intended audience
- an evaluation of the usefulness of this text for your research project

**Bibliography Sources:** You are required to use **7 sources** for the Evaluative Annotated Bibliography: two articles from different academic references sources, (1) one with expertise in religion (e.g. *Encyclopedia of Religion*, *The Modern Catholic Encyclopedia*, *The Encyclopedia of Islam and the Modern World*) and (2) one that deals with ethical issues by discipline or specialty (e.g. the *Encyclopedia of Bioethics*, *Encyclopedia of Sociology*, *Encyclopedia of Terrorism*); (3 & 4) two scholarly articles; (5 & 6) two scholarly books; and (7) a Wikipedia article. Librarian Chris Nolan will conduct a session on information literacy that will assist you with this research and the evaluation process.

**Reflection on Research:** In one paragraph, reflect on the research process and address these questions: Which sources were most useful? Were any sources disappointing? Did you find divergent religious views? Was the Wikipedia article good or bad compared to the other sources? What does the available research tell you about scholarship on your topic?

**Reflection on Group Process:** In one paragraph, describe your role in the group, give details of meetings, who attended, tasks allocated, work accomplished, and special responsibilities.

## **Oral Presentation for Final Project**

### **Groups**

You should coordinate your individual topic with your group theme and members. The presentation should display your research in a coherent and compelling way. *To use information ethically*, you should use citations on PowerPoint slides throughout the presentation for both pictures and text. The presentation should include a Works Cited list, and at the end of the presentation you should spend a few minutes discussing the academic merits of your various sources.

Each presentation group should divide the 75 minutes class period evenly (10-15 minutes per individual) taking account of extra time for introductions and discussion. Plan the flow of presenters paying attention to connections and contrasts on the group theme. To involve the class, you may wish to use food, games, props, quizzes, or video clips. Technology librarian Jeremy Donald is available to help with creative use of technology, e.g. using clickers to conduct a poll; creating original video segments; or an illustrative game. It works best if all of your files are saved by one person who logs into the classroom computer. Make sure you have practiced the presentation; you may use our classroom to rehearse when it is vacant.

Note to groups: Please send me your PowerPoint after you present by e-mail.

### **Audience**

There should be no use of phones or laptops during the presentations. The audience for the presentations has the responsibility to be appreciative and attentive. You should be ready to ask questions to the presenters and to participate actively.