

## Theology Department Capstone Presentation Requirements

Each student must identify and justify with research, in a PowerPoint presentation, a *Real World Problem/Issue* based on the research they have done for their English & Theology classes. This will include information gained from interviews.

Each student must propose a solution/response to this *Real World Problem*. The solution/response must be consistent with research they have done. The solution/response must also be compatible and consistent with a Biblical World View as supported by Scripture.

On March 11, 2010 a persuasive 20-25 minute oral presentation will be given by each senior. This presentation will include creativity, originality, and problem solving skills all within the parameters of a Biblical World View. The goal of this presentation: Move people to action! The presentation should include technological methods that fit within the resource capabilities of Maranatha High School. All sources must be documented with the MLA system of citations described in the sixth edition of *A Writer's Reference with Exercises* by Diana Hacker.

The presentation will be adjudicated and a grade will be given based on the published Capstone rubric. Any student failing to pass the presentation, will be required to make the necessary changes and give their presentation again. Failure is defined as an "N" or a score of 5 or less in two or more areas. Areas with scores of five or less cannot receive a grade higher than a 7 on repeat presentations. Earning a passing grade for the presentation is required to pass the senior Theology class. The requirements for the presentation are as follows:

### I. Problem: Gives an accurate overall picture of the problem that is supported by data:

- Significance – Why do we need your plan? Why should responsible Christians care? Can you show that this issue is important enough to be addressed?
- Advantage versus Harm – “An advantage says that if we adopt the plan, things will be better, while harm states that bad things are happening now and we need to stop them. Advantages are best when your impact is in the future; harms are better when your impact is in the present.” (Alfred C. Snider, *Code of the Debater*, p. 24).
- **Emotional Pull – Call people to action! You want your audience to identify personally with your topic, so present harms that appeal to people’s emotions and tug on their heartstrings. Show why you are advocating for this particular group that is being harmed.**
- The student will present a compelling argument to both Christians and the secular world. This can be qualitative or quantitative, or both. Statistical information can be helpful, but ought to be confirmed with multiple sources.
- Biblical support within context is crucial for this portion.
- A minimum of two -“Level 2” and/or two - “Level 3” research sources are required for your presentation. (“Level 1” sources may be used throughout the presentation but note the minimum requirement for “Level 2 &/or 3” resources as noted throughout this handout)
- Student must present supporting data in a tangible form (chart, graph, etc.) that is clearly labeled and explained.
- Support from at least one professional interview will be included in this presentation. A Christian professional who works in this area is most preferred.

**II. Cause: Clearly identifies and evaluates the World views, values, & ideas that are in opposition on the issue and how that may be an obstacle to overcome:**

- Show that the problem exists, and that if things continue the way they are then harm will continue. What prevents us from taking this action now? Why develop a new plan?
- What inherent issues are causing this harm? There needs to be something inherent in the system now that presents an obstacle, otherwise there's no need to lobby for change.
- Inherency can be structural (laws, programs already in place, etc.), attitudinal (beliefs or attitudes of people in power), etc. These barriers, once identified, must be appropriately addressed.
- Count the cost financially, emotionally, and spiritually. Is the price tag realistic with all of the other needs in the world? Is the church a help or obstacle?
- Level 2 research sources are required for this portion of your presentation.

**III. Solution: “Applies evidence into a fair, feasible solution that expresses a logical train of thought.”**

- Plan – What plan are you proposing or advocating for solving the problem? How will you stop the harms? How will you address the current inherencies? How does this fit within God’s plan for mankind?
- Agent – Who will carry out your plan?
- Action – What will actually be done? How much will it cost, how long will it take?
- What role should the church and Christians play in the solution, individually or corporately?
- Student should briefly exposit a passage of scripture that teaches the principle being promoted and be familiar with its context during the Q & A portion of the presentation.
- Call people to action!

#### **IV. Workability: “Supports their solution with evidence from their interviews or other reputable source.”**

- Explanation and Range – Explanation of how your plan will work, and why. How much of the problem will you be able to solve?
- Solvency – How do we know that this particular plan will work? Multiple experts consulted on the specific plan will help. Locating similar models or pilot programs in other areas of the country or (more difficult to show) other areas of policy/society can be useful. What advantage will there be if your plan is the plan that we follow? What do we stand to gain? Acknowledging the costs/disadvantages while showing that they are weaker than the advantages can be very effective.
- Overcome inherencies – How will your plan overcome the inherencies that you identified as part of the cause?
- Call People to Action!

**Level 2 research sources (both Christian professionals and secular interviews) should be in support of your solution. If not, explain why the differing world views are in conflict and recommend mediation or independent action.**

### **Theology Department Semester 2 Interview Requirements –**

- **January 8<sup>th</sup>, 2010**

1. Students are required to have scheduled a follow-up interview with two of the professionals previously interviewed. The Christian professional must be included in this follow-up interview. A different Christian professional may also be substituted. Name of person, time, date, location, phone number, and title are to be submitted.
2. Students will meet with their mentors\* this month in an effort to collaborate on an outline of their presentation in its current state of research. They will discuss how they can integrate the Christian perspective throughout the presentation. Areas to include would be the process of choosing the topic, identifying a problem, and how the students individual gifting or character strengths could be part of a solution. The student will solicit the mentor’s ideas and work with the mentor to come to a common agreement.

- **February 1, 2010**

1. A summary of the follow-up interviews including: Time, location, questions, a summary of answers, a business card and a stamped addressed envelop with a thank you card inside should be included.
2. Student will meet with mentor\* this month to finalize the outline of their presentation. They will continue to collaborate on how they can integrate the Christian perspective. The mentor and student will come to agreement in the following areas: Identifying a problem and how the student’s individual gifting or character strengths could be part of a solution.

- **March 1 - 5, 2010**

This week all **technology components of the presentation are due (slideshow, video, sound, etc.).**

1. Each student will be assigned a specific time slot and room for their presentation. During this week, each student is required to meet with their mentor teacher in the room where the presentation will take place. The student and mentor teacher will **test all technology components** of the presentation at this time. Students should be mindful that program formatting and adjustments may need to be made. The student is advised to give themselves time to make these adjustments **before the 5<sup>th</sup> of March!**
1. After a successful "Tech Check" the student will save their finished ppt. presentation to the computer they will be using for their presentation.
2. After the final "Tech check" students are not allowed to make any changes to the technology (ppt, video, sound, etc.) portion of their presentation. **Copies of the ppt. presentation are to be submitted to the student's mentor teacher, adjudicators and theology teacher on or before March 5<sup>th</sup>.**
3. A deduction of one full grade will be assigned as a penalty for students who make unauthorized changes to the technology portion of their presentation.
4. Projects that fail to pass a technology check on or before March 5<sup>th</sup> will be assigned a full grade penalty.
5. "Technical difficulties" on presentation day will not be tolerated, and will be graded as if that component was not completed.

- **March 5, 2010**

1. The "Word for Word" document is due.
2. The "Word for Word" document is a paper with the precise words the student intends to say for each PowerPoint slide in numerical order.
3. **All sources referred to in the "word for word" document must be documented with the MLA system of citations described in the sixth edition of *A Writer's Reference with Exercises* by Diana Hacker.**
4. **Students will designate their sources as "Level I, II, or III in the Bibliography/Works Cited.**
5. **Copies of the typed "Word for Word" are submitted on this date. A copy is to be submitted to the student's mentor teacher, adjudicators and theology teacher.**
6. A deduction of one full grade will be assigned as a penalty for students who fail to meet the deadline (**March 5, 2010**).

Note - The Word for Word is to ensure that the student has rehearsed the presentation and is aware of the timing of each segment of their talk. Students are **not required to memorize the presentation.** The "Word for Word" will be used by the student's theology teacher and the adjudicators to assist in the evaluation of the presentation.

Clarification - Students are encouraged to practice their presentation during the week leading up to their presentation.