**COLLEGE OF SCIENCE, TECHNOLOGY AND APPLIED ARTS OF TRINIDAD AND TOBAGO**

**School of Nursing, Health and Environmental Sciences**

**DEPARTMENT OF NATURAL & LIFE SCIENCES**

**“Transforming Lives, Transforming Communities, Transforming the Nation… One Student at a Time**

PROJECT

**COURSE CODE: CHEM 131**

**COURSE TITLE: GENERAL CHEMISTRY I**

**LECTURER: ROMONA OLTON**

**DESIGN OF AN ANIMATED MOVIE FOR GENERAL CHEMISTRY I**

**DUE: Week 15**

**Group Size: 5 Students**

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There is substantial research promoting the use of video in the classroom as a dynamic resource for supporting learning. A major benefit is that video provides a sensory experience that allows concepts and ideas to actually become an experience and come to life as students are guided through each adventure.

In this group project your group will design an original three dimensional animated movie for General Chemistry I using the **PowToon software** (http://www.powtoon.com/).

The animated movie should:

1. **Clearly** illustrate a General Chemistry I principle (refer to Course Outline)
2. Enrich the teaching of General Chemistry I
3. Be five to ten minutes long

**Rubric for grading CHEM 131 Group Project**

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| --- | --- | --- | --- | --- | --- |
| **Animated Movie**  *The animated movie should be prepared using the PowToon Software. Videos that have been heavily plagiarized will not be marked.* | | | | | |
| **Content** | **12** | |  |  | | --- | --- | | **(12)**  All parts are included. No errors exist in the information. | | |  | | | **(9)**  All parts are included. Minor errors exist in the information. | **(6)**  One part is missing. Minor errors exist in the information. | **(3)**  More than one part is missing. Minor errors exist in the information. |
| **Organizational Skills** | **4** | **(4)**  Demonstrates clear and logical sequencing that is comprehensive and detailed. | **(3)**  Generally comprehensive and detailed. Small gaps in sequencing and detail. | **(2)**  Examination of topic not very clear. Gaps in sequencing and no detail on contents. | **(1)**  Shows confusion and disorder in sequencing of content. No structures and detail. |
| **Accuracy of Expression** | **4** | **(4)**  Makes virtually no grammatical, spelling or punctuation errors. Establishes credibility with the audience | **(3)**  Makes few grammatical, spelling or punctuation errors. | **(2)**  Makes a moderate number of grammatical, spelling or punctuation errors. | **(1)**  Makes repeated grammatical, spelling or punctuation errors. |
| **Aesthetics** | **4** | **(4)**  Diagrams, tables and figures so clear and understandable as to enhance report impact | **(3)**  Diagrams, tables and figures are readable and understandable; style is acceptable | **(2)**  Diagrams, tables and figures are sloppy and unclear | **(1)**  No diagrams, tables or figures are included |
| **GROUP SKILLS** | | | | | |
| **Group Skills** | **4** | **(4)**  Group members were able to work on the project and resolve group issues amongst themselves. | **(3)**  Lecturer had to intervene one (1) time to help group members to resolve group issues. | **(2)**  Lecturer had to intervene two (2) times to help group members to resolve group issues. | **(1)**  Lecturer had to intervene more than twice to help group members to resolve group issues. |
| **TOTAL / 28** |  | | | | |
| **TOTAL / 100** |  | | | | |