

University of Bahrain
Department of English Language & Literature

ENGL155
SPSE / SPRE PROJECT

Instructions for Students

Semester 2, 2022 / 2023

Introduction

This short booklet will explain what the project entails, what you are expected to do, how you will be assessed, and includes the marking criteria that your teacher will use to assess your work.

A digital version of this booklet and its accompanying PowerPoint can be found and downloaded from www.link-eng.co.uk/uob-eng155

Overview

By now, you should have seen the presentation outlining the concept of SPSE / SPRE. This model should be applied to any situation of your choice. It can be used to analyse issues within any field – ideally something you are interested in, and or related to your area of study.

You are not geographically restricted. You may even analyse a past situation and investigate the solutions / resolutions available at that time and comment on the outcome.

Once you have completed the analysis, you will, as a group, come up with a conclusion that is based on your evaluation of the solution(s).

To carry out this project effectively, you will need to include credible research on the topic that you are presenting. Lack of research equals lack of ideas! Please bear in mind you will not be awarded marks for having a 'better' idea than another group – this is after all a language course. That being said, the better the idea, the more enthusiastic you will be, and you will produce a better standard of work.

Some Ideas

- conflict
- environmental issues
- data protection / privacy
- pollution
- economics
- digital currencies
- AI
- robotics
- transport
- city planning
- urban development

Key Dates

Last class of week 9:

Hand in your proposal form (fig.1) and discuss with your teacher what you plan to do. Remember, **this is worth 5% of your final mark**. Furthermore, it is a chance to get constructive feedback that will help you produce a better presentation.

Both classes in week 14:

This is when your group will deliver the presentation – **10 minutes** - to the whole class. This is worth 15% of your final mark. Please go through the assessment criteria (fig.2) so you know what is expected of you.

Supporting Materials

Supporting materials will be uploaded to the course webpage. You will find items that will help with choosing reliable sources of information, and presentation structure and delivery.

Use of ICT

You may use a combination of resources. Of course, use images and graphs, but use them to **support** your points. **There is no need to include a video as it uses up valuable time**. Possible digital media: PowerPoint, Prezi or Canva.

You must be prepared for the presentation on both days of week 14 – **your teacher will decide who presents on what day**. You must save a copy on at least 1 flash drive, email a copy of your presentation to yourself and save a copy on Microsoft OneDrive. *If your teacher asks you to present, saying that you don't have a copy of your presentation with you will not be acceptable.*

Fig.1 Project Proposal Form

Student 1		#
Student 2		#
Student 3		#
Student 4		#

Topic:

Situation	
Problem(s)	
Solution(s)	
Evaluation*	

**This part can be done later if you have not had time to evaluate.*

List your sources of information below.
(Google search results and Wikipedia don't count)

Source	How it will be used in your project
1.	
2.	
3.	
4.	
5.	
7.	
8.	

Teacher's comments:

Please bring a printed copy to class in week 9

Marking Criteria:

5/5 = thoroughly researched / well thought through / roles assigned to group members / logical explanations of ideas

1/5 = insufficient research / SPSE illogical / no roles assigned / little or no logical explanation of work 'done'.

Fig.2 Presentation Assessment Criteria

	Criteria	Achieved			Comments	Score
		fully	partially	not		
Use of Digital Media	- used appropriate media - effective use of images graphics/ visualisations - info clearly displayed - no large chunks of text					group mark /3
Organisation	- logical order and progression of ideas - all points supported - visualisation in sync with content - timing					group mark /4
Effectiveness of Delivery Student 1	- student shared equal time & content - no, or minimal reliance on notes - speaker displayed confidence as a result of being prepared and rehearsed - logical expansion of ideas - not just regurgitating what is on the slide					/4
Effectiveness of Delivery Student 2	- student shared equal time & content - no, or minimal reliance on notes - speaker displayed confidence as a result of being prepared and rehearsed - logical expansion of ideas - not just regurgitating what is on the slide					/4
Effectiveness of Delivery Student 3	- student shared equal time & content - no, or minimal reliance on notes - speaker displayed confidence as a result of being prepared and rehearsed - logical expansion of ideas - not just regurgitating what is on the slide					/4
Effectiveness of Delivery Student 4	- student shared equal time & content - no, or minimal reliance on notes - speaker displayed confidence as a result of being prepared and rehearsed - logical expansion of ideas - not just regurgitating what is on the slide					/4
Use of Language Student 1	- acceptable pace - no impeding pronunciation issues - no impeding grammatical issues - student displayed sophistry in language and delivery.					/4
Use of Language Student 2	- acceptable pace - no impeding pronunciation issues - no impeding grammatical issues - student displayed sophistry in language and delivery.					/4
Use of Language Student 3	- acceptable pace - no impeding pronunciation issues - no impeding grammatical issues - student displayed sophistry in language and delivery.					/4
Use of Language Student 4	- acceptable pace - no impeding pronunciation issues - no impeding grammatical issues - student displayed sophistry in language and delivery.					/4

NOTES