**Event Seminar**

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| Evaluation | **% of Final Grade** | % of Communication | % of Application | % of Knowledge and Understanding | % of Thinking |
| Event Seminar Complimentary Step: Attendance and Participation | 5% | 1.25% | 1.25% | 1.25% | 1.25% |
| Event Seminar | 10% | 2.5% | 2.5% | 2.5% | 2.5% |

**Preamble**

The standard presentation is an anachronism that belongs with VHS and boxing. If you address the class with a Bristol board while reading from queue-cards you might as well be speaking Klingon because no one is listening. Today is dominated by twitter (less than 140 character), youtube (clips because a whole show is too long to watch) and facebook (one line comments on pictures or posts). Attention spans are fading, arguably, but regardless, and more poignantly, they are definitely changing. Rich audio-visual and fast transitions are a necessity. Additionally, media is no longer one way, interaction is demanded. Whether leaving comments, sharing links or uploading photographs, the audience is accustomed to participating. Yes, a class can be captivated, but the format of the presentation needs to evolve in parallel with society.

Students are charged to create a dynamic multi-media seminar. The topic will be a sports or entertainment event (refer to topics on the following page). Each seminar will include a brief overview backed by powerpoint, prezi or a website. This will be followed by a mash of readings, video clips, photographs, activities and discussion questions. Prioritize audio-visuals, fast transitions and critical thinking questions. The class is yours (for one period), entertain and enlighten.

As with all assignments in this class there will be a list of expectations (curricular relevance) and a list of instructions (how to approach the tasks). There is also a complimentary step separate from the final product. Good luck and have fun ☺

**Event Seminar Expectations**:

1. Demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works.
2. Analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy.
3. Explain the stages of product development; explain the factors involved in the pricing of goods, services, and events; compare a variety of distribution strategies and the logistics associated with them.
4. Demonstrate an understanding of the strategies involved in the promotion of goods, services, and events.
5. Use a variety of electronic resources to retrieve, evaluate, and communicate information. A
6. Analyse the relationship of society and culture to sports and physical activity.

**Sports and Entertainment Events – Seminar Topics**

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| Superbowl | Winter Olympics | Summer Olympics |
| World Cup of Football | World Cup of Rugby | NBA All Star Weekend |
| Oscars | Coachella | South By Southwest |
| TIFF | Running of the Bulls | Winter Classic (Stadium Series) |
| World Juniors | Wrestlemania | Australian Open |
| The Masters | March Madness | NCAA Football Playoffs |
| Grey Cup | UFC Cards | Sundance Film Festival |
| Cannes Film Festival | Edge Fest | X-Games |
| The World Cup of Cricket | Tour de France | MLB All Star Game |
| Boston Marathon | Monaco GP | Euro Cup |

A sports or entertainment event of your choosing met with teacher approval.

**Event Seminar Complimentary Step: Attendance and Participation**

Respecting and learning from peers is a valuable experience. Students are expected to attend the seminars of their classmates listening, cooperating, participating and contributing. A dedicated student will apply this to improve their own seminar and, generally, their own abilities. Additionally, in first and second year university a portion of the final grade is often awarded for attendance and participation in group tutorials. So, show up and remain conscious. As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**Attendance and Participation Instructions:**

1. Attend class.
2. Listen during seminars.
3. Cooperate and participate in activities.
4. Contribute ideas.
5. Do not contribute for the sake of contributing.

**Attendance and Participation Rubric**

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Communication** | | | | | | |
| Did not communicate ideas. | Communicated ideas rarely and with limited clarity. | | Communicated ideas occasionally and clearly. | Communicated ideas consistently and clearly. | | Communicated ideas frequently and very clearly. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Application** | | | | | | |
| Attendance was negligible. | Attendance was partial. | | Attendance was satisfactory. | Attendance was good. | | Attendance was excellent. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | |
| Never applied knowledge to responses and participation. | Rarely applied knowledge to responses and participation. | | Sometimes applied knowledge to responses and participation. | Applied knowledge to responses and participation. | | Applied a wealth of knowledge to responses and participation. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Thinking** | | | | | | |
| Did not exhibit critical thinking skills in responses. | Exhibited minimal critical thinking skills in responses. | | Exhibited some critical thinking skills in responses. | Exhibited critical thinking skills in responses. | | Exhibited developed critical thinking skills in responses. |
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**Event Seminar**

I have four kids, two dogs, a wife, a house and close to zero disposable income. I’ve always desired to attend the World Cup of Football or the Superbowl (minus NJ – too cold), but will not be going in this lifetime with this income (fyi I’m happy with this fate I prefer the family – they provide more existential value). Also, considering the last time I was on a plane Phil Kessel had just been drafted, I’m resigned to traveling in the mind. Through the seminar communicate the essence and spirit of a sports or entertainment event so I, and the class, can ‘live’ the experience.

**Event Seminar Instructions:**

1. Create a plan for the seminar by dividing the hour into smaller more manageable time slots and deciding what to do at each time.
2. Develop an overview of the sports or entertainment event by covering the history, logistics, participants, marketing, and future developments.
3. Use a powerpoint, prezi or website to provide a visual support for the overview.
4. An effective powerpoint, prezi or website to accompany a presentation will use a variety of visuals, but minimal text (only the most important points).
5. Practice the overview – use notes if necessary but don’t read from a sheet or from the screen.
6. The overview should be no longer than ten to fifteen minutes.
7. The remainder of the seminar can go in any order, whatever works for the topic.
8. Include at least one video clip.
9. Include at least one iconic image.
10. Include one article (from a book, magazine or website – four pages maximum).
11. The article should not be an overview, but rather a critical analysis of an aspect of the event.
12. For each of the aforementioned components deconstruct and have one or two discussion questions.
13. Develop the discussion questions ahead of time.
14. Provide context if necessary and ensure that each question requires critical thinking and will result in conversation.
15. Listen to class responses to questions and attempt to add your expert knowledge and further the discussion.
16. Reading, clips, images and discussion questions should cover issues associated with the event including but not limited to; controversy, future of the event, improvements, event marketing.

**Event Seminar Rubric**

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Communication** | | | | | | |
| Ideas and questions were not clearly communicated. | Ideas and questions were partially clearly communicated. | | Ideas and questions were mostly clearly communicated. | Ideas and questions were clearly communicated. | | Ideas and questions were very clearly and eloquently communicated. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | | Level 4  80 – 100% | |
| **Application** | | | | | | | |
| **No** applicable powerpoint/prezi/website, reading, clips and images were employed, the seminar was inadequate in content. | Partially applicable powerpoint/prezi/website, reading, clips and images were employed, the seminar was almost adequate in content. | | Mostly applicable powerpoint/prezi/website, reading, clips and images were employed, the seminar was adequate in content. | | Applicable powerpoint/prezi/website, reading, clips and images were well employed, the seminar was close to rich in content. | | Highly applicable powerpoint/prezi/website, reading, clips and images were very well employed, the seminar was rich in content. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | |
| Limited to no knowledge and understanding of an event was demonstrated. | Barely acceptable knowledge and understanding of an event was demonstrated. | | Adequate, cursory, knowledge and understanding of an event was demonstrated. | Nearly thorough and detailed knowledge and understanding of an event was demonstrated. | | Thorough and detailed knowledge and understanding of an event was demonstrated. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Thinking** | | | | | | | |
| The discussion questions and the replies and responses were inadequate and demonstrated no critical thinking. | The discussion questions and the replies and responses were almost adequate and demonstrated almost no critical thinking. | | The discussion questions and the replies and responses were adequate and demonstrated minimal critical thinking. | | The discussion questions and the replies and responses were good and demonstrated some critical thinking. | | The discussion questions and the replies to the responses were highly sophisticated and demonstrated critical thinking. |
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