



Objectives¹

The group assignment is intended to help students reach the following goals:

- 1) To identify and evaluate the legitimacy of the various arguments that comprise a controversial/political issue that impacts college students.
- 2) To find, select, and evaluate sources that support or refute perspectives on a controversial/political issue.
- 3) To construct a political agenda that all perspectives, regardless of secondary goals, can agree on (e.g. more political involvement in school government by students).
- 4) To practice the skills of producing messages that are responsive to the concerns/interests of others by creating a proposal for a grassroots campaign.
- 5) To practice the use of personal political power and perspective-taking.
- 6) To sharpen presentational skills, both verbal and nonverbal.
- 7) To practice cooperative group skills (collaboration, compromise, assertiveness) and conflict management strategies when necessary.

Purpose

The purpose of the grassroots movement presentation is to provide a forum through which the multiple viewpoints that students may have regarding a controversial/political issue can be understood, shared, and developed to create a student focused movement to increase awareness.

Topic

The topic of the group presentation should be some issue that is both timely, controversial (multifaceted), and impacts the lives of students on the campus of Illinois State University. All final topics must be approved by the instructor. Remember

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audience analysis procedures for topic selection. A list of potential topics will be provided, some can be found in the Communication and Critical Inquiry supplementary materials book in the Appendix.

Format

The format for the Communication 110 is quite flexible. In fact, students are encouraged to be creative. The group presentation might take the format of a television talk show, for example, or a trial, or a presidential campaign. In other words, although students are free to be themselves and assume the role of expert because they have researched a particular point of view, they are also encouraged to adopt positions or viewpoints not normally theirs for the purposes of the presentation. The format chosen and the roles that are played will depend upon the topic selected by the group. Each group will also be expected to provide a detailed course of action they would use to involve the student body at large (e.g. public debates, campus canvassing) and provide information to the class regarding means of personal involvement (e.g. RSO's affiliated with the issue).

Moderator Role

Although the roles that group members assume vary according to topic, every group will have a moderator. Indeed, this role is perhaps the most important in the group, both in the preparation phase and in the presentation phase of the Group Presentation, the moderator helps every member of the group find supporting materials, helps in the construction of arguments, calls meetings, and keeps the group on task. During the presentation, the moderator is responsible for the "flow" of the entire group; he or she introduces the topic, introduces the "experts," provides informative questions and answers. The moderator is also responsible for keeping each speaker and the overall presentation within the allotted time limits.

Time Limits

Each group will have approximately 18 min. (depending upon class size) to present the topic approximately 5 minutes for questions or comments from the audience. Points are deducted if the group is not able to accomplish its purpose within the specified time limits. **PRACTICE, PRACTICE, PRACTICE, and time yourselves before the presentation.**

Outline and References

The group will provide a collective typed outline which will have an **Introduction** (attention getter, relevance statement, establish credibility, preview), **Body** (typically the perspective of each panelist comprises one of the main points with relevant support/evidence), and **Conclusion** (summary of key issues, how they plan on reaching the students of ISU, and a memorable close). The moderator typically presents the Introduction and Conclusion although variations are possible. A **reference list** of at

least 12 sources must be included with the outline and must follow APA 5th edition guidelines. All references must be cited at some point during the presentation.

Videotaping

The moderator will provide the videotape for the group. After the presentation, the group will meet to view the tape or will arrange a convenient mechanism to pass the tape efficiently among the members. Because each student writes an evaluation paper on his or her own performance and the group's performance, it essential that every member see the tape, either as a group or individually, as quickly as possible after the presentation.

Evaluation

(If the 100 points from the persuasion are added, then I would propose that the additional be completed by the group:

- **A two to three page detailed course of action for the movement (including the construction of arguments using CT and ARG skills from the persuasion unit).**
- **Two forms of media they will use to increase awareness on campus (e.g. flyers, letters to RSO's, petition to local/state/federal officials).**
- **Provide information on three resources students in the class could use to further get involved on campus or personally.**