



SCHOOL OF COMMUNICATION
AT ILLINOIS STATE UNIVERSITY

Political Engagement Project Activities and Assignments to Accompany Communication 110 Concepts



Activities compiled by Laura Hickey

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Unit I: Critical Thinking

Introduction to PEP: The Personal is Political Activity

Overview:

This activity can serve as a sort of introduction to the concept of Political Engagement, while also incorporating tenets of Critical Thinking and Information Literacy. The focus of the activity is music, a medium that most, if not all, students in the basic course will have an interest in. The notion here is to begin PEP, CT, and IL instruction (or further it) by taking advantage of the students' frames of reference, and to start in "their world," rather than in ours, and show them that the personal is political, and hopefully help them realize that the political is personal as well.

Description of Activity:

Instruct all students to choose a song that contains political lyrics or a political message, whether subtle or overt. Students should be sure they have the lyrics correct, and bring the lyrics in the next class period. They do not have to personally like the artist, the song, or agree with the issues present, though it is preferable (for some variations of this activity) that they do. While they may have trouble doing so alone, students should attempt to locate the political issues and/or messages in the lyrics, and be prepared to discuss them the next class period. It will aid discussion if the instructor completes the same assignment, and begins class by discussing their own example, possibly playing the song for students, if desired. Discussion of songs can be held as a class, or in small groups, then as a larger group, depending on time constraints and the atmosphere of the class and students. An example of a potential song choice follows this activity.

The discussion could certainly be extended, or might be a thematic element woven throughout the semester, offering students a consistent entry point to course content through their own interests and experiences. The basic structure of the activity (if not adapted further) would be most appropriate for the first or second week of classes, but can be adapted for use in several legs of the course.

1. What political issues are present in the lyrics?
2. How do the lyrics reveal the political beliefs/leanings of the artist? If this is an artist
3. that you enjoy, do you agree with their politics? Does that agreement (or lack thereof) change your perspective on the artist, or not? Why?
4. How can we look at other forms of media and examine them for political messages?
5. How does this activity change your perception of what is/is not political?
6. Were you surprised by the lyrics at all? Had you really paid attention to the message(s) before? Why or why not?

Variations:

1. Use as an introductory activity (possibly on the second day) to expand the students' notions of what "political" means. This can serve as a frame and a catalyst for students' individual and/or group assignments that will be centered around topics that are political in nature.
2. Use to discuss perception and self-concept. The students may be surprised by what they actually find upon close analysis of the lyrics, especially if these are songs they enjoy or are

familiar with. Discussion can be centered around these realizations, and what it might say about their own identities if these songs resonate with them.

3. Use as a topic selection activity (for informative or persuasive speeches), to engage students in conceptualizing topics for either speech. A master list can be created for the class of various issues, and aids in the inevitability of students' difficulties with choosing topics.

4. Use to discuss audience analysis. Center the discussion around the artist(s) who created these songs, and who they might be directed at, and who might be left out.

5. Use to talk about information literacy/source selection, though it is a stretch. Examine any facts or actual events that may have inspired the song, or may be discussed in it. Check the "facts" for credibility, bias, and timeliness.

6. Use to discuss language choices, language style, inclusive and/or offensive language.

7. Use as an artifact assignment. Instruct the students to analyze a song of their choosing, with a conceptual lens that has already been discussed in class. The students may even be asked to write their own political song, or to adapt a chosen song to their own political views.

Created by Jasen Morgan

26-hour day

music and lyrics by jay brannan

once upon our time
in a land far gone
where hate crime's enforced by state crime
even though they say the land of the free was made for both you and me

well, the girl next door might have cancer
and the hospital nearby's got the answer, but
she's never been there, can't afford healthcare
in the arms of the home of the brave, she's carried to her grave

marionettes for presidents, strung out on wars
and we're not sure who's american anymore
division of church and state is my kind of separatism
spreading god's love through scare tactics is casual terrorism
and if abortion's murder, let's strip that right away, and
who gave women the right to vote anyway?

so many babies
brought into the world today
amongst so many maybes
like maybe they'll feel loved, be provided for, and have a place to stay
but instead of placing them in loving stable homes
that might not fill the conservative bill
they're tossed around the foster system like a hot potato
instead of making friends of dorothy
they're thrown to the tornado

death warrants signed by murderers
who came to power through the back door
is this democracy or a monarchy
what do we hold elections for
you write your personal agenda on a post-it note
and leave the constitution lying on the bathroom floor

this is for the world trade center, for columbine
for oklahoma city and the lost and lonely friends of mine
for ireland, iran, iraq
and the suffering caused by the indian ocean's attack
for falun gong and the berlin wall
the homeless, the hungry, and slaves to drugs and alcohol
indian, australian, african slaves
native americans whose amber waves of grain
were melted down into white men's riches
victims of war and for salem's witches
for boys who were told to act more like boys
and girls who were told to only play with girl toys
the voiceless, forgotten, plagued by disease
god help us please, please, please

maybe one day i'll stop alternating
between thirteen hours of eating and thirteen hours of sleeping
and do something about it with what i guess could have been a twenty-six hour day

Unit I: Critical Thinking “Legaleeze” Activity

Overview:

The objective of this lesson is to challenge the students to peruse the internet to find an advertisement that either offers something for free or seems too good to be true (i.e. give us five minutes and we'll give you a 42" plasma TV), and critically analyze the facts presented. After this lesson, students should be able to increase their critical thinking skills, become more responsible producers of both products and information, and also learn how to analyze offers that seem “too good to be true,” and in order to keep themselves and their possessions safe.

Description of Activity:

In this activity, the students will analyze an internet offer. They may use offers of money, prizes, offers that come to them by email (i.e. foreign dignitary coming to the US who will give you a great sum of money if you help him or her fund their trip originally), or even music or movie house offers. The offer can't be a free gift with purchase (as seen on TV in infomercials).

Once the student finds an appropriate offer, they must answer the following questions in a 2-3 page paper and be ready to present a summary (2-3 minutes) of your findings to the class.

1. What is the offer for?
2. What type of personal information are they asking for? (make sure you do NOT give out your information!)
3. Where are their terms and conditions located (fine print? As a link across the bottom?
4. etc.) Do they have a privacy statement? Where is that located? Give a summary of both the terms and conditions and also the privacy statement (if applicable).
5. What does the offer ask you to do before you receive your “free” item? How many offers or steps do you have to go through? Do the steps require your personal information? Do they require you to sign up or give money?
6. Give an overall assessment of the offer: Some suggestions of things to think about include: Do you think it is worthwhile? What are some flaws or potential flaws with the offer? Would it cost you money to receive your “free” item? How long will your free item take to get to you? Is there a guarantee?
7. A summary of your findings (to help with the presentation).

This activity should take about 1-2 weeks to look for the offer and complete the paper and presentation of findings. This activity can occur at multiple times during the semester depending on the level of difficulty or how in depth an instructor wants his/her students to get. If the instructor would like to add another level to this activity, he/she could add another dimension. For example, in addition to the information literacy and critical thinking, instructors could add questions that have to do with fallacies. For example, the following question could be added to those in the activity direction section: “What fallacies are present in the offer? Would this offer be more or less effective without these fallacies?” The instructor could also ask questions about persuasion in general if placed within the persuasive unit of the course. For example: “What

persuasive techniques does this offer use? How persuasive do you think the ad actually is? How does the offer get individuals to participate?”

Variations:

This activity can be used to supplement both critical thinking, information literacy (judging the sources and where to find information in order to be *able* to judge the source) and the persuasion unit. This description is geared mostly towards assessing critical thinking skills, but the assignment lends itself to both critical thinking and information literacy. With a few adjustments in the questions and additional pre and post-tests it would be quite easy to focus this assignment on critical thinking, information literacy, or both. It is important that the students do not use any personal information or sign up for any offers while doing this assignment. There are two potential limitations to this activity. First of all, there is the possibility that some of the students will find offers that have different information than what is asked in the questions. If this is the case, the questions can be altered slightly on a case by case basis. Secondly, there will have to be a limit on how many people can do the same offer or offers by the same company so that the papers and presentations are not completely repetitive.

Created by Beth Ferraris

Unit I: Perception

Perception and Political Messages: Do You Hear What I Hear?

Overview:

After participating in a discussion about the general ideas of perception, in groups, the students will watch a variety of political advertisements or speeches from various current political candidates. While observing these video clips, each group will respond to the clip from a different perspective. Each group will share their responses.

Description of Activity:

1. Break students into 4 - 5 groups and distribute group label posters/roles:
 - a. Democrat
 - b. Republican
 - c. Third party
 - d. College student with no interest in politics
 - e. Senior citizen
 - f. Immigrant
2. Play an election advertisement/clip. (See Appendix B for video clip suggestions.)
3. Require students to fill out student answer guides while watching each clip. The guides will ask them to respond to the clip as would a person in their role. They must provide an initial response and explain how physical characteristics, past experiences, and the current situation influenced their responses.
4. Each group will provide a brief report of their responses to the entire class,
5. Groups will then switch group labels and roles.
6. Repeat the process for each clip.

This activity encourages the development of critical thinking skills while engaging students in a discussion of politics. Specifically, the students will enhance their critical thinking skills through analyzing and evaluating an assortment of political messages from diverse perspectives. The activity will challenge the students to think beyond their own standpoints and instead consider the influence of a wide variety of physical characteristics, past experiences, and current situations on perceptions of political messages. Along with developing critical thinking skills, this activity also promotes political engagement among students. By using political advertisements and speeches, it exposes students to current political discourse. In addition, through analyzing these messages from a variety of viewpoints, the students will likely begin to develop their own opinions on the issues presented, and therefore, will ultimately become more informed citizens.

Created by Lindsay Soliman

Appendix A: Group Labels

Democrat

Republican

Third party

College student

(with no interest in politics)

Senior citizen

Immigrant

Appendix B: Suggested Political Clips

1. **CNN: The Issues** (<http://www.cnn.com/ELECTION/2008/issues/index.html>). At this website you can select an issue and watch a short clip of each presidential candidate discussing his or her views on the issue. Some suggested issues include:
 - Environment
 - Health Care
 - Immigration
 - Taxes
 - Education

2. **Television Advertisements:** The following advertisements are for 2008 local (Illinois) candidates and United States Presidential candidates. Advertisement availability for these links not guaranteed, as the links will become non-existent after the elections occur. Thus, when completing this activity, it will be necessary to find the timeliest advertisements that represent current political candidates. Please use the following links as examples.
 - a. **Steve Sauerberg (Republican Candidate for Illinois Senate, 2008)**
 - <http://www.youtube.com/watch?v=KMdlGeDVGRM>

 - b. **Barack Obama (Democratic Candidate for U.S. President, 2008)**
 - <http://www.youtube.com/watch?v=mYspqV-nGks> (political ad)
 - <http://www.youtube.com/watch?v=jG0PfADEbDs> (at debate)

 - c. **Hillary Clinton (Democratic candidate for U.S. President, 2008)**
 - <http://www.youtube.com/watch?v=w7g0NxL2g-M> (political ad)
 - <http://www.youtube.com/watch?v=EnSJA1cz8ME> (political ad)

 - d. **John McCain (Republican Candidate for U.S. President, 2008)**
 - <http://www.johnmccain.com/Informing/Multimedia/>
 1. Tied up
 2. New TV ad guts
 3. My Christmas

 - e. **Mike Huckabee (Republican Candidate for U.S. President, 2008)**
 - <http://youtube.com/watch?v=ROe3wrY89oE&feature=user> (national security)
 - <http://youtube.com/watch?v=KtuEYhjIp1U&feature=related> (gay marriage)

Title of Clip #3:

Group Role:

Response:

Influence of:

- **Physical Characteristics:**

- **Past Experiences:**

- **The Current Situation:**

Title of Clip #4:

Group Role:

Response:

Influence of:

- **Physical Characteristics:**

- **Past Experiences:**

- **The Current Situation:**

Title of Clip #5:

Group Role:

Response:

Influence of:

- **Physical Characteristics:**

- **Past Experiences:**

- **The Current Situation:**

Title of Clip #6:

Group Role:

Response:

Influence of:

- **Physical Characteristics:**

- **Past Experiences:**

- **The Current Situation:**

Unit II: Locating Supporting Material

Information Literacy Activity – Library Instruction #2

Overview:

This activity is designed to practically allow students to apply information learned from the COM 110 textbook regarding information literacy to their formal class presentations. Ideally this activity should be conducted after the instructor has had the opportunity to cover and synthesize the concepts detailed in chapter seven during a prior class session.

As part of the activity, the instructor and/or librarian should briefly review the information literacy material covered in the textbook and resources provided by the library. The students should then be divided into small groups consisting of members from each different presentation group. Each individual will then receive an information literacy worksheet to complete on their own. This worksheet will require each student to develop a research strategy, locate a reference source (a book, journal article, or web-based source depending on their group assignment), analyze the source, and complete an annotated bibliography. Each individual student will then print a copy of their assignment to hand in to their instructor during the next class session. Additionally, by equally distributing presentation group members into the three info literacy groups each group will have a variety of resources to support their respective presentation.

Description of Activity:

1. Explain to the students the activity will allow them to practically apply the concepts of information literacy and critical thinking to their formal presentations.
2. Quickly review the seven main questions students should consider when selecting and incorporating supporting materials for their presentations [reading objective question #6].
3. Explain to the students that they will be broken into small groups and given the remainder of the class period to complete an information literacy activity worksheet and search for supporting materials for their respective presentations.
4. Divide students into three groups and distribute information literacy activity worksheet to each individual.
5. Have each group briefly present their “tips” for how to search and cite their specific reference source.
6. Using the discussion questions located in task two of the activity as a guide, synthesize information literacy and critical thinking skills along with the library tools used during the activity.

Variations:

The following are supplemental additions and variations to the aforementioned activity:

1. Meet in advance with librarian to collaborate and customize questions in section two of the activity handout.
2. Distribute handout in-class as a homework assignment and discuss in traditional classroom setting.
3. Divide students into six groups (books/pro, books/con, journal/pro, journal/con, web/pro, web/con) and search for references supporting a political/social issue. During the

following class session have each group give a mini-presentation on their topic (including oral citations), where the class can then collectively analyze the credibility of each side's sources.

Created by Travis Mason

Information Literacy Activity
Group # 1 – Books

Task One

1. Access the Milner Library homepage.
2. Through the online catalog locate a book regarding the political/social issue selected for your group presentation.
3. Using Microsoft Word, complete an annotated bibliography including an APA-style citation for the book you located (sample on reverse side). Be sure to include your name, group presentation topic, and activity group number on the page.
4. Save the document to your desktop using the name “APA Style Books” and e-mail the document to yourself. Print a copy of your annotated bibliography to submit to your instructor during the next class period.
5. As a group, be prepared to present your “tips for citing books” to the class.

Task Two

Directions: Complete the following questions in preparation for class discussion.

1. Describe the three main steps in developing a successful research strategy.

2. Of the seven resources listed below, which provides an individual with the best source to find out about governmental representatives, public policies or congressional deliberations?

a. Library catalogs	e. Government documents
b. Electronic databases	f. Internet
c. Newspapers	g. Interviews
d. General references	

3. If you paraphrase an author’s words in an outline/paper it is not necessary to cite the author.
 - a. True
 - b. False

4. What are the four pieces of information needed for an effective oral citation?

5. Why are citations and accuracy in citing other’s works important?

Information Literacy Activity
Group # 2 – Journal Articles

Task One

1. Access the Milner Library homepage
2. Through an online database locate a journal article regarding the political/social issue selected for your group presentation.
3. Using Microsoft Word, complete an annotated bibliography including an APA-style citation for the journal article you located (sample on reverse side). Be sure to include your name, group presentation topic, and activity group number on the page.
4. Save the document to your desktop using the name “APA Style Journal Article” and e-mail the document to yourself. Print a copy of your annotated bibliography to submit to your instructor during the next class period.
5. As a group, be prepared to present your “tips for citing journal articles” to the class.

Task Two

Directions: Complete the following questions in preparation for class discussion.

1. Describe the three main steps in developing a successful research strategy.

2. Of the seven resources listed below, which provides an individual with the best source to find out about governmental representatives, public policies or congressional deliberations?

a. Library catalogs	e. Government documents
b. Electronic databases	f. Internet
c. Newspapers	g. Interviews
d. General references	

3. If you paraphrase an author’s words in an outline/paper it is not necessary to cite the author.
 - a. True
 - b. False

4. What are the four pieces of information needed for an effective oral citation?

5. Why are citations and accuracy in citing other’s works important?

Information Literacy Activity
Group # 3 – Internet Resources

Task One

1. Using an Internet browser, locate a political regarding the political/social issue selected for your group presentation.
2. Using Microsoft Word, complete an annotated bibliography including an APA-style citation for the Internet resource you located (sample on reverse side). Be sure to include your name, group presentation topic, and activity group number on the page.
3. Save the document to your desktop using the name “APA Style Internet Resource” and e-mail the document to yourself. Print a copy of your annotated bibliography to submit to your instructor during the next class period.
4. As a group, be prepared to present your “tips for citing Internet resources” to the class.

Task Two

Directions: Complete the following questions in preparation for class discussion.

1. Describe the three main steps in developing a successful research strategy.

2. Of the seven resources listed below, which provides an individual with the best source to find out about governmental representatives, public policies or congressional deliberations?

a. Library catalogs	e. Government documents
b. Electronic databases	f. Internet
c. Newspapers	g. Interviews
d. General references	

3. If you paraphrase an author’s words in an outline/paper it is not necessary to cite the author.
 - a. True
 - b. False

4. What are the four pieces of information needed for an effective oral citation?

5. Why are citations and accuracy in citing other’s works important?

Sample Annotated Bibliography Format

YOUR NAME
GROUP SPEECH TOPIC:
LIBRARY GROUP #:

APA Citation

Oral Citation

Source:
Author:
Date:
Credibility:

Summary (Why is this article pertinent to your topic?)

Rationale (Why was this source chosen for your presentation?)

Unit II: Information Literacy
Annotated Bibliography Activity

Overview:

The students will turn in an annotated bibliography for each source they plan on using for their speeches. The annotated bibliography includes a citation of the source in APA format. The parts of oral citation so that students can begin to check the credibility of their sources and so they are more prepared to do oral citations.

The students will then summarize the source in one paragraph highlighting the parts that make it most pertinent to their particular speech topics. Finally, students will provide a one paragraph rationale as to why they chose the particular source and what value it adds to their speeches. An example follows.

Created by Liz Thompson

Liz Thompson
Speech topic: Roe vs. Wade

APA Citation

(2008, January 22). 35 Years after *Roe* ruling, new trends and old divisions. *USA Today*. Retrieved January 30, 2008, from <http://blogs.usatoday.com/oped/2008/01/our-view-on-abo.html?loc=interstitialskip>

Oral Citation

Source: USA Today article “35 Years after *Roe* ruling, new trends and old divisions”
Author: Editorial Board
Date: January 22, 2008
Credibility: Nationally recognized newspaper

Summary

As *Roe vs. Wade* enters its 35th year, proponents and opponents of the court ruling are still debating. For the past three decades, people have fought to stop abortion and continue fighting with little change to public opinion on the topic. This article argues that abortion rates are going down regardless of the arguments. There are less abortion clinics and fewer women receiving abortions than in previous years. The authors argue that advances in birth control and lack of access to abortion clinics may be the reason for the decreasing numbers as opposed to public opinion or prolife advocates. The article describes the debate over abortion as one that is a distraction from important issues and one that divides of American society. They call for making abortion safer and less common in order to promote women’s health.

Rationale

Although this article is an editorial, it continues the discussion on *Roe vs. Wade*. The authors use national statistics and expert testimony to support their ideas. The article is in a nationally recognized newspaper and is extremely current. I plan to use more historical, less bias sources for the rest of my speech, but I thought it was also important to recognize current public beliefs and see how the issue is being discussed today.

Unit II: Media Literacy Assignment

1. Define a problem/issue within the community that needs to be addressed.
2. Conduct a search for information to determine the scope of the problem—local, state, national, or global.
3. Identify current or pending policies (local, state, national, or international) that affect how the problem might be solved.
4. Develop three strategies (solutions to the problem) to actively address the problem.
5. Design a way to communicate your analysis of the problem and proposed solution to others (e.g., public service announcement, advertising campaign, documentary, letter to the editor, etc.).
6. Reflect on your experience. What does this project tell you about the importance of media literacy both as a consumer and producer of media information?

Unit II: Outlining Outlining a Political Speech

Overview:

The students will be assigned to watch a past or present political speech. Ideally, the students will be able to access videos of speeches online for more current speeches. If students wish to do a speech without video access, transcripts will suffice. They will be assigned to identify the necessary components of the introduction: attention getter, relevance, credibility, thesis, and preview. If one of the components is not present, students must justify why it is unnecessary for that particular speech or if the introduction is lacking because it is not present. Students will do the same for the conclusion identifying the thesis/summary and memorable close. Students should note if the audience is prepared for the conclusion. Again, if these elements are not present students must justify why it is unnecessary for that particular speech or if the conclusion is lacking because it is not present.

Examples of Political Speeches:

- State of the Union Addresses
- Gettysburg Address- President Lincoln
- I Have a Dream- Martin Luther King, Jr.
- Political figures addressing the nation in times of crisis (After 9/11, Pearl Harbor, Start of Iraqi War, Hurricane Katrina, President Kennedy Assassination, Challenger Space Shuttle Disaster)

Description of Activity:

The students will type the introduction and conclusion and label the necessary components as identified above for their chosen political speech. On the due date, the instructor will break the class into groups based on the types of speeches chosen by the students to ensure variety. Students will discuss in groups each of their speeches and outlines identifying which had the strongest introduction and conclusion and which had the weakest. Students will present their findings in front of the class and justify their reasons for their choices. They will discuss the strengths and weakness of the introduction and conclusion for each chosen speech.

Class discussion follows detailing the importance of including the components of introductions and conclusions, the consequences of not including them, and how to incorporate them into classroom speeches.

Created by Laura Hickey and Liz Thompson

Unit II: Language

Framing: The Way Language Shapes How We Think

Overview:

The instructor should engage students in class discussion regarding content in chapter eleven and the additional reading handout targeting types of language in political thought. Following class discussion students will view a video of the latest State of the Union Address given by President Bush. While viewing the speech students will fill out a worksheet, included in appendix A, evaluating the language used by the President. The students should derive examples of conservative language as explained by the extra reading. Small groups can be formed between students to increase initial collective reactions, but a large class discussion may be just as effective. After the students have had time to analyze the language used, the instructor will open discussion to the entire class.

Description of the Activity:

1. View State of the Union Address online at:
http://www.youtube.com/watch?v=suz_KEWXhCY
2. Students will fill in worksheet while viewing speech
3. Discussion can initially begin in small groups, but more importantly the entire class will engage in discussion about the framing of language within political thought

Activity Debrief:

1. **Describe** what happened: What words or phrases did you write down? What was the difficulty in choosing these? Why?
2. **Infer** the results: What made the words you wrote down stand out? How do they display the conservative framing language? What does this type of framing from the President imply?
3. **Transfer** principles: Where do you hear these words and phrases? What are the implications for using framed language? How can we be better consumers of information knowing about framed language?

This activity synthesizes three important general education objectives: political engagement, critical thinking, and information literacy. Students will recognize the importance of language and the way our words frame and shape how we think. Student's political knowledge will be developed through discussing and viewing the State of the Union Address. But critical thinking is essential in this process as students need to develop skills to evaluate and analyze the language used by the President or other political figures to become fully informed citizens in our democracy. Additionally, students will recognize conservative framing techniques used by the President and be able to infer how language creates a social reality.

Created by Jenna Russell

Appendix A: Student Worksheet

Name: _____

**Using Appropriate Language: Chapter Eleven
Worksheet**

Directions: While viewing the State of the Union Address, analyze the language used by the President. Write down key words and phrases that might target conservative framing techniques adhering to the conservative frame: “Strict Father” family organized rules, hierarchy, obedience, and discipline.

Strict Father: _____

Rules and Obedience: _____

Discipline: _____

Unit II: Language

Language and Perception Activity

Overview:

This is an in-class discussion activity designed to help students become aware of “buzz words” that are used in the media and in politics. These words may take on different meanings based on denotative and connotative definitions. This lesson is also designed to help students recognize that there are two sides of every story and that our perception of certain words and situations help shape our reality.

Description of Activity:

The instructor will lead the class in a review of the difference between denotative and connotative definitions. Then, the instructor will break the class into groups. Each group will receive a set of “buzz words” used in politics and the media today. Groups will be provided the denotative definition, and they will need to define each word in terms of their experience with the word (connotative meaning). See Attachment 1.

Once the students have defined their list of words, each group will receive a story (Attachment 2). They will read the story and determine who or what fits their definitions. The “catch” is that groups will receive stories from the past and present with two groups receiving the similar stories told from conflicting sides. When the groups have completed this part of the activity, they will present their stories to the class, and the class will identify who or what fits their definitions. The class will compare based on their perception of the story and their definitions of the words.

After each group presents and the class discusses the scenarios, the following questions can be posed by the instructor.

1. What were some of your definitions for terrorist and patriot?
2. Why do we not agree on who is a terrorist and who is a patriot?
3. How did your perception of the event change whom or what fit the definition?
4. What could this imply about our news sources, media coverage, and governmental documents?
5. Do you find this problematic, disconcerting, or is it just a fact of life?
6. What can we do as students and citizens to recognize these ideas more readily?

Created by Liz Thompson

Attachment 1

Complete the following worksheet based on your online source for definitions and your table’s collective experiences.

1. **Patriot**-a person who loves, supports, and defends his or her country and its interests with devotion.

Experiences with the word	Connotative meaning

2. **Terrorist**-a person, usually a member of a group, who uses or advocates terrorism.

Experiences with the word	Connotative meaning

3. **Hero**-a man of distinguished courage or ability, admired for his brave deeds and noble qualities.

Experiences with the word	Connotative meaning

4. **Conflict**- to come into collision or disagreement; be contradictory, at variance, or in opposition; clash

Experiences with the word	Connotative meaning

5. **War**- active hostility or contention

Experiences with the word	Connotative meaning

6. **Enemy**- a person who feels hatred for, fosters harmful designs against, or engages in antagonistic activities against another; an adversary or opponent.

Experiences with the word	Connotative meaning

Read your assigned story. Use the words you defined as descriptors of the people and events in your stories. Be prepared to share your story and your answers with the class. Listen when others share so that we can discuss.

Attachment 2 (When handing out to students, delete the bolded information.)**Scenario 1 (Boston Tea Party)**

The war has just ended. As are most wars, this one was costly for the government. As a means of recouping the war costs, the government increased taxes.

Some citizens felt this was unfair and did not abide by the new taxes or laws. They held secret meetings and planned against the government.

A group of armed and disguised men sneak onto three different cargo ships protected by government agencies. They destroy 45 tons worth of cargo.

Scenario 2 (Boston Tea Party)

The war has just ended. The government unfairly taxes one of its colonies and implements strict laws to extend control onto its citizens.

The citizens plead their case, but the government pays no heed and continues to impress unfair laws on them.

As a sign of protest and strength, the citizens disguise themselves and enter three different cargo ships. They destroy 45 tons worth of cargo to show that they would not be treated unjustly.

Scenario 3 (9/11)

Workers went to their place of business just as they had for the weeks and months prior. The workday began as usual, and people went about their business.

For the past weeks and months, another set of workers were planning and plotting. This set of workers planned to injure and destroy as many of the other workers as possible. They devised a plan that involved breaking the law, violence, and execution.

The second set of workers was successful in killing over 2500 of the first set of workers.

Scenario 4 (Katrina)

This group worked its way over one hundred miles destroying everything in sight. The group killed people without finding out who they were or what their purpose was. It did not spare buildings or possessions.

Scenario 5 (Al Qaeda)

A group of people inspired by religious belief and desire to have their own form of government rally together to promote their cause.

An outside force consistently interferes and causes bloodshed. The group continually works toward their goals but are being killed and persecuted for taking the necessary means of achieving their goals. They simply want to end foreign influence and practice their religion and create a government conducive to this religion. Some members of the group are killed for their efforts.

Scenario 6 (Revolutionary War)

A group of people is being persecuted by their government for their religious beliefs. The government allows them to relocate as long as the government is still in control and has its lawful authority.

The group of people relocates. The government retains control. The people are able to practice their religion freely, but they decide that they want their own government. They simply want to end foreign influence and practice their religion and create a government conducive to this religion. Some members of the group are killed for their efforts.

Scenario 7 (Nazi Germany)

The people rally around their leader. He is a strong, powerful leader with their best interests at heart. They listen to him and follow instructions

Outside forces do not like what the leader and the people are doing. The outside force begins to take military measures. The people respond with military force. Some of the people die fighting for their cause and their leader.

Scenario 8 (Cancer)

This group actively seeks out and destroys people. It works slowly, infiltrating its target. Once infiltrated, the group spreads and causes as much damage as possible. The goal is to kill, and the group succeeds killing hundreds of thousands a year.

Scenario 9 (Chemotherapy)

This group is designed to kill. Its mission is to kill. This group cannot determine whether or not the target is good or bad so it kills all.

Unit II: Visual Aids Symbolic Power Activity

Overview:

The intent of this activity is to show the power of symbol use and how it can be used as an effective means of persuasion. These images use the student's previous experiences and knowledge to tell powerful stories that can have a multitude of effects. A discussion of critical thinking, visual aids, and rhetoric should precede this activity.

This activity also teaches the students a base knowledge about using visual aids in their speeches. The instructor will focus the discussion on the importance of visual aids during their speeches and the impact images have. This activity will help students learn about the power images have, as well as political images and propaganda. The instructor should discuss the concept of ideology, how it is created, and how it is maintained, as many of these symbols have ideological messages. In addition, a discussion of neo-Marxism (particularly Antonio Gramsci) and the concepts of hegemony, organic intellectuals, common sense, and good sense would also be appropriate.

Materials:

- A picture of a swastika
- A picture of Che Guevara
- A picture from the 1968 Olympic Games (The Black Power salute picture)
- A picture of a coffin draped with the American flag
- A picture of a cross
- Famous picture of a woman and a young girl falling
- Tony Blair with a bar code Hitler mustache
- (Other pictures can be substituted, depending on what the instructor finds or what events are transpiring at the time)
- The instructor can utilize the following websites to search for images:
 - <http://homepage.mac.com/leperous/PhotoAlbum1.html>
 - <http://www.famouspictures.org>
- Visual Aid fact sheet (See Appendix A)

Description of Activity:

This activity can be done either as a whole class or in groups. For a group discussion, divide the class into five or six groups (depending on class size). Each group is to receive an image and discuss the image. Some questions the group should address are:

1. What is this image?
2. What does it mean?
3. Who created it?
4. What does this image represent?
5. What was the intention of the image? Is it invoking change or to maintain the status quo??
6. Are they trying to persuade me? What do they want me to think? Is it effective?

7. How does this image make me feel? Does it “ring true” with my experiences? Do others feel the same?
8. What themes can be found in this image? What events or historical events are invoked in this image?
9. Why is showing this image more powerful than just describing it?

After the instructor has given the students about twenty minutes to discuss these questions, bring them back together for a class discussion. Choose a group to discuss their answers and project the image they evaluated so all the class can see it. After they have finished, open the floor to a class discussion. Does the rest of the class agree with their answers? If not, what do they think these images mean? After the class has discussed the image, give them some information about the image from the fact sheet. Does this change their answers? Why or why not? Repeat this process for each image. After this is completed, discuss the importance of metaphors and symbols in rhetoric. Discuss how the students may utilize these strategies in their speeches.

Variations:

After this discussion, the instructor can assign an artifact. The students will apply these concepts to other images and provide examples. Students then will be assigned to research their own politically strong picture of image. They will explore the issue in television, movies, magazines, and advertisements. They will write an artifact describing why they chose that image, and its importance. In their artifact they will connect the importance of using visual aids in their speeches. It will be due next class. This activity accomplishes three primary goals: it helps students further develop their critical thinking skills, promotes political engagement among students and teaches students the importance of visual aids.

Created by Jacob Pearson

Appendix A: Visual Aid Fact Sheet

Swastika

- Over 3,000 years old
- Comes from the Sanskrit *svastika* - "su" meaning "good," "asti" meaning "to be," and "ka" as a suffix.
- Was used by many cultures throughout the past 3,000 years to represent life, sun, power, strength, and good luck.
- During World War I, the swastika could even be found on the shoulder patches of the American 45th Division and on the Finnish air force until after World War II.
- German nationalists in the mid-nineteenth century began to use the swastika, because it had ancient Aryan/Indian origins, to represent a long Germanic/Aryan history.
- Used by German youth group Wandervogel before Nazi party
- -rival group of Hitlerjugend
- In *Mein Kampf*, Hitler described the Nazis' new flag: "In *red* we see the social idea of the movement, in *white* the nationalistic idea, in the *swastika* the mission of the struggle for the victory of the Aryan man, and, by the same token, the victory of the idea of creative work, which as such always has been and always will be anti-Semitic." (pg. 496-497)
- For Buddhists and Hindus, the swastika is a very religious symbol that is commonly used. Chirag Badlani shares a story about one time when he went to make some photocopies of some Hindu Gods for his temple. While standing in line to pay for the photocopies, some people behind him in line noticed that one of the pictures had a swastika. They called him a Nazi.
- Counterclockwise sauvastika means "bad luck or misfortune."

Tony Blair

- UK Group opposed to **National Identity Management System**
- The National Identity Register (NIR); individual checking and numbering of the population; making personal details into "registrable facts" to be disclosed and constantly updated; collection and checking of biometrics (e.g. fingerprints); the card itself (and other documents made equivalent to an ID card); a widespread scanner and computer terminal network connected to the central database; widespread use of compulsory identity "verification" ; and data-sharing between organisations on an unprecedented scale
- Tony Blair says that state management of your identity is 'modern' and beneficial. He is wrong. 21 countries in Europe have ID cards. Almost all got them decades ago. Almost all the systems were imposed by dictatorships or under Nazi or Soviet occupation. Almost all have been used to harass political opposition, bully minorities, or facilitate mass-murder.
- Everywhere - without exception - the purpose has been monitoring the people for official purposes.
- Tony Blair is not Hitler. But he is building the tools of totalitarianism. The identity scheme he is pushing is more controlling than any Europe has seen before. He can give no guarantee how it may be used in his lifetime, let alone the lifetimes of our children.
- Some practical freedoms - personal privacy, confidentiality, anonymity, going about our business without need for official permit - are so familiar to us that they are unnoticed,

like breathing. This ID scheme will choke them. It seeks to replace the trust in our society with formal validation by officials.

- Numbered, indexed and tagged, your identity subject to approval, the simplest things in life will no longer be under your control. Tony may have faith in the future, but who else will have that power? In 10 years? In 20? In what back room?

Che Guevara

- In 1951, he takes off on a motorcycle journey with his good friend, Alberto Granado. They travel from Buenos Aires, down the coast of Argentina, through the Andes into Chile, and then north into Peru, Columbia and Venezuela. The diary Che kept during this time has been published as: *The Motorcycle Diaries: A Journey Around South America*.
- -Qualified as a doctor in dermatology in 1953.
- Meets Fidel Castro and gets involved in Cuban invasion.
- Under the influence of Castro, Alberto Bayo and the writings of Mao Tse-tung, he begins to form the primary axioms of his philosophy of guerrilla warfare.
- Considered second only to Castro during the revolution.
- Played an instrumental part in strengthening relations between Cuba and Russian during Cuban missile crisis.
- Calls for guerrilla-type revolutionary actions in Africa, Asia and South America. goes to Africa to aid in Kinshasa rebellion in the Congo.
- In November 1966, he leads a group of guerrillas through southeastern Bolivia, hoping to inspire the peasants and workers into a revolutionary movement that would spread all throughout Latin America, sparking off “twenty new Vietnams”.
- Cornered by US trained Bolivian troops. Executed and hands were cut off for identification.

Olympic Games

- In 1968 Tommie Smith (son of a migrant worker) and John Carlos (from Harlem)
- 1st and 3rd in the 200m respectively
- THE DAYS and months leading up to the 1968 Olympics in Mexico City were electric with struggle. The weaknesses of U.S. imperialism was on display for all the world to see when the Vietnamese National Liberation Front launched the Tet offensive in late January, and the war turned decisively toward U.S. defeat.
- The assassination of civil right leader Martin Luther King in April sparked revolts in the streets of cities across the U.S. Chapters of the Black Panther Party for Self-Defense were springing up across the country. In Prague, protesting Czech students had challenged Russian tanks in the streets. And in France, millions of workers took part in one of one of largest general strikes in world history.
- On October 2, 10 days before the Olympic Games opened, Mexican security forces massacred hundreds of students in Mexico City who were occupying the National University.
- All this set the stage for the rebellion that Black athletes were organizing inside the Olympic stadium. On the second day of the Games, Smith and Carlos took their stand. First, Smith set a world record. Then he took out the gloves. When Smith took the stage

to accept the gold medal for his 200-meter run, he took out a pair of black gloves, handing one over to Carlos, the third-place winner. When the silver medalist, a runner from Australia named Peter Norman, saw what was happening, he ran into the stands to grab an OPHR -Organization of amateur black athletes boycotting the 1968 games due to apartheid South Africa.) patch off a supporters' chest to show his solidarity on the medal stand.

- When the U.S. flag began rising up the flagpole and the anthem played, the two men bowed their heads and raised their fists in a black power salute.
- But there was more than the gloves. Smith and Carlos also wore no shoes to protest black poverty; and beads to protest lynching.
- WITHIN HOURS, Smith and Carlos were expelled from the Olympic Village and stripped of their medals. Avery Brundage, head of the U.S. Olympic Committee (noted White Supremacist-instrumental in awarding Nazi Germany the '36 games) , justified this by saying, "They violated one of the basic principles of the Olympic Games: that politics play no part whatsoever in them."
- The *Los Angeles Times* accused Smith and Carlos of a "Nazi-like salute." *Time* magazine ran a picture of the Olympic logo, but instead of the motto "Faster, Higher, Stronger," they replaced it with "Angrier, Nastier, Uglier."
- Chicago columnist Brent Musburger called them "black-skinned storm troopers."
- Received death threats when they got home. Smith was discharged from army for "un-American activities." Carlos two brothers were also discharged from the army.
- The Olympic Crew Team, all-white and entirely from Harvard, issued this statement: "We--as individuals--have been concerned about the place of the black man in American society in their struggle for equal rights. As members of the U.S. Olympic team, each of us has come to feel a moral commitment to support our black teammates in their efforts to dramatize the injustices and inequities which permeate our society."

Woman and Girl Falling

- On July 22, 1975, Stanley J. Forman was working in the newsroom of the Boston Herald American newspaper when a police scanner picked up an emergency: "Fire on Marlborough Street!" Forman rushed to the scene, where multiple fire crews were battling an intense blaze. There was a distress call for a ladder team to the rear of the building to help a stranded woman and child. Forman followed.
- Climbing atop the fire truck for a better view, Forman instinctively began covering the events before him. As firemen on the scene focused on their work, Forman's attention was directed to a young woman, Diana Bryant, and a very young girl, Tiare Jones. Both were seeking help from fireman, Bob O'Neil, located on the roof directly above them. O'Neil moved to the fire escape and motioned for the truck's ladder to be brought to them.
- The flames came closer and closer to the fire escape as Forman continued to shoot. Then, at the very instant the ladder reached the trio, the fire escape gave way. O'Neil clung to the ladder, but Bryant and Jones fell helplessly. Forman snapped a last picture before turning away, knowing the bodies were falling to the ground. Diana Bryant was pronounced dead at the scene. The young girl lived. Despite a heroic effort, O'Neil knew he had been just seconds away from saving the lives of both. Forman's work captured a vivid scene where mere seconds had meant life or death.

- Photo coverage from the tragic event garnered Stanley Forman a Pulitzer Prize. But more important, his work paved the way for Boston and other states to mandate tougher fire safety codes.

Unit II: Delivery

Political Topics Activity

Overview:

The students will be assigned to research two political topics, issues, or concepts. They will be assigned to deliver an informative one to two minute speech to the audience. They will be allowed to have one note card, but the focus of this speech is delivery. Students will need to focus on verbal and nonverbal delivery skills. Students will be assigned to research one of the following topic groups:

1. Caucus Primary
2. Lobbyist Electoral College
3. Two Democratic Candidates and their issues
4. Two Republican Candidates and their issues
5. Cabinet Voter Registration
6. Republican Party Democratic Party
7. Two voting discrepancies for presidential elections
8. Two university issues that are relevant on a national level
9. Two local issues that are relevant on a national level
10. Two state issues that are relevant on a national level

Necessary Components of the Speech:

Introduction- introduce the topic you are speaking about in an interesting manner

Body- tell the class about what the concept is in your topic area

Conclusion- Remind the class about the concept and end with something thought provoking and memorable

Oral citation- cite one source that you used to inform you about the stories

Time- speech needs to be a in the range of one to two minutes

Description of Activity:

On the day of the speech, each student will be demonstrating a combination of an impromptu and memorized speech. Each student was assigned 2 different political topics. He or she should have done research on the 2 topics last night, to prepare for his or her one minute speech.

The lesson today focuses on delivery, so each student should be conscious of filler words. The instructor will pick one of topics each student was assigned to deliver. The instructor will time each student until he or she uses a filler word. Students will deliver their entire speeches, but the timer stops after the use of a filler word to ensure that each student completes his or her speech. The activity is worth 10 points. The 3 students with the highest time will receive 2 points extra credit on their midterm.

Created by Laura Hickey and Liz Thompson

Unit II: Delivery

What's in the News? Daily Presentations Activity

Overview:

This activity urges students to become more politically aware in a non-threatening, relatively low-risk way. This activity promotes student reading of newspapers; critical thinking about what is “political” in nature; learning about current events that are happening in the state, nation and world around them; and practicing how to summarize information as well as synthesize why they feel it is important enough to share with their classmates.

Description of Activity:

Each student will have an opportunity throughout the semester to prepare a 2-3 minute oral presentation revolving around a political news story that they have found within two days of their presentation. The students are expected to read the story, write a brief description about the details of the story as well as describe why they picked this particular story and why it is relevant to their classmates. (This written documentation will be handed in to the instructor along with a copy of the news story following the oral presentation.)

At the beginning of class the student will come to the front of the class to present their news story. They are expected to tell the class where they found the story, when, the major details and why it is important. After, the student or the instructor can use this topic as a jumping-off point for class discussion. Involving the students in the audience not only shows the expectation that they are paying attention to their peer speaker, but also that they participate in class discussion as much as possible.

Variations:

There can be several variations of this activity in order for the instructor to implement it as effectively into her or his own classroom. Some variations include:

- Have students find a news story and analyze it for an artifact assignment.
- Focus on various levels of politics (educational, workplace, environmental, local, state and national, etc.) for the different days or weeks of the semester.
- Bring in newspapers and have students work in groups to find politically-motivated stories in each section of the paper (ex. Group A gets National News, Group B gets Life & Leisure, Group C gets Local News, etc.) Have them find examples and present to the class.
- Using newspapers can help students find new and politically-motivated speech topics.

Potential limitations may arise due to the fact that the dates range throughout the semester, so those who go in the beginning may be at a disadvantage compared to those who have had the entire semester to watch their classmates present. Additionally, students who do not have a true understanding of what ‘political’ means may not understand the nature of the assignment and as a result do poorly.

Created by Michelle Altieri

What’s in the News? Assignment Sheet (For Student/Class Use)

Relevant political stories are happening every day, but sometimes we don’t always have the time to find them on our own. This assignment is meant to bring the news into the classroom. On your day, please come prepared to talk about one political story that you think is important (that has occurred within 2 days of your selected day). To a copy of the article you should attach a typed sheet that details the following:

- Title of Story
- Date of Publication
- Name of Newspaper or Magazine
- Brief Synopsis
- Why Did You Pick This Story/Why Is It Important?

Please turn in a copy of the article stapled to this cover sheet. You will present this information at the beginning of class (extemporaneously, **not** reading off the paper.) The presentation should take 2-3 minutes. You should have an overall knowledge of the article to answer any questions raised by the class.

Point Value: 15

	DATE	PRINT NAME
1	M Jan 28	
2	M Feb 4	
3	W Feb 6	
4	F Feb 8	
5	M Feb 11	
6	W Feb 13	
7	F Feb 15	
8	M Feb 18	
9	F Feb 29	
10	W Mar 5	
11	F Mar 7	
12	M Mar 17	
13	W Mar 19	
14	M Mar 24	
15	W Mar 26	
16	F Mar 28	
17	F Apr 4	
18	Mon Apr 7	
19	W Apr 9	
20	F Apr 11	
21	M Apr 14	
22	W Apr 16	
23	F Apr 18	

**What's in the News? Grading Rubric
(Regarding Oral Presentation & Written Description)**

<u>Item</u>	<u>Points Worth</u>	<u>Total Points</u>
Introduction/ Attention Getter	2	
Description of News Story	4	
Analysis of Why News Story is Important/Was Chosen	5	
Connection of News Story to Class Concepts	2	
Ability to Answer Classmates' Questions	2	
TOTAL:		____/15
ADDITIONAL COMMENTS:		

*If the student is not prepared to present on the day he or she is assigned, the student will receive a zero with no opportunity to make up the assignment.

*If the news article is not political in nature, there will be an 8-point deduction.

*If the news article is not attached to typed description, there will be a 4-point deduction.

*If there is no typed description, only a news article, provided for the instructor, there will be an 8-point deduction.

*If there is no typed description or news article (the speaker spoke from memory) there will be a 10-point deduction.

Unit III: Culture

Multiple Perspectives Activity

Overview:

Engage the students in lecture discussing cultural terms and ideas using the content provided in Appendix: A. The instructor will focus the discussion on current social topics and include the issues student's will be exploring in the group speeches. The instructor will explain and illustrate the vast co-cultures and subcultures in our society. This enables students to realize small groups of the future will increasingly consist of individuals from different cultures, effective small group communication will require that members recognize, accept, and adjust to the differences in verbal and non-verbal patterns of behavior resulting from these distinctive cultures.

Description of Activity

- Break students into symposium groups (4 groups: recommended to group by group speech groups) Let group create own culture (approx. 10-12 min).
 - Handout worksheet in Appendix B for student prompt in creating a culture
 - After the individual cultures are created the class will have to decide on where they as a new group will go for pizza
 - Bring class together, but split into 2 larger groups mixing the 4 groups
 - Ask students to work together and make a decision and including every member. They should work together to decide where to go for a pizza.
 - The main focus is on making a decision rather than trying to understand intricate principles of each created culture
 - Remind them that it is inappropriate to ask others why they are dressed funny or talk strange. Respect other cultures with a courteous behavior.
- Discussion
- So what happened?
 - How did the cultures affect group decision making?
 - Are there advantages to homogeneous versus heterogeneous decision making? What are the disadvantages to each?
 - What might happen if the group was to work together over period of time?
 - Would cliques form?
 - Would it become easier to work together once initial cultural barriers were broken down?
 - Would members begin to co-opt the unique behaviors of other cultures?
 - In society, how can this activity give us incite into being a member in a democracy?
 - Discuss the limitations/contributions that our individual biases make
 - Explain the processes of homogeneous and heterogeneous decision making in our democracy and society.

Created by Jenna Russell

Appendix A

Culture: Considering Multiple Perspectives (PowerPoint presentation content)

Definition of Culture

- *Culture* is a system of beliefs, values, customs, behaviors, and artifacts that the members of a society use to cope with one another and their world
- A *co-culture* is a group whose beliefs or behaviors distinguish it from the larger culture of which it is a part and with which it shares numerous similarities

Ethnocentrism, Relativism, & Stereotyping

- *Ethnocentrism*: belief that your own group or culture is superior to all other groups or cultures
- If you are a *cultural relativist*: you judge another person's culture by its own context
- A *stereotype*: generalization about some group of people that oversimplifies their cultures

Cultural Characteristics

- Individualistic vs. Collectivist Cultures
- Uncertainty-Accepting vs. Uncertainty Rejecting Cultures
- Implicit-Rule vs. Explicit-Rule Cultures
- Strategies for Intercultural Communication
- Practice supportive communication behaviors
- Develop sensitivity toward diversity
- Avoid stereotypes
- Avoid ethnocentrism
- Be open-minded and tolerate ambiguity
- Use and encourage descriptive feedback
- Open communication channels

Where do YOU see it?

- What cultures do you experience?
- Do they carry ethnocentric ideals, or cultural relativism?
- How are the rules expressed?

What does this mean for US?

- Why is it important to understand cultures in the group unit?
- Where do you see these ideas evolving in your topics or group members?

Appendix B
Student Worksheet

In your symposium group, you are to create a unique culture. This culture must contain the following:

One unique way of dressing (that can be displayed now)

One unique ethical stand related to your topic

Two unique manners of speaking

1.

2.

Three unique beliefs that will NEVER be compromised

1.

2.

3.

Four words that only your group members understand

1.

2.

3.

4.

Remember, it is inappropriate to ask others why they are dressed funny or talk strange. Respect other cultures with a courteous behavior.

Unit III: Listening

How Songs Use Language Activity

Overview:

This is an in-class discussion activity. The students will watch a popular music video and analyze the message and societal implications of that message. They will discuss language and how it shapes social reality. This activity is centered around the currently popular song, “Crank Dat” by Soulja Boy. However, this can be altered to any popular song that deals with language and societal issues.

Description of Activity:

As a class, the students will watch the “Crank Dat” video by Soulja Boy accessible on youtube.com. Students will initially watch and listen appreciatively for approximately one minute. The instructor will pause the video and ask the class for their initial reactions. They will discuss their likes and dislikes of the video. The instructor will review the difference between appreciate and critical listening skills. Then, the instructor will ask the class to listen to the rest of the video using critical listening skills.

The class will break into groups and discuss the meaning of the song (this could be somewhat vulgar or graphic- the instructor should warn students and let them opt out if they are uncomfortable). The instructor will distribute the attached worksheet of questions for groups to discuss. After students have had a chance to discuss the questions, call them back as a whole. Groups will share their thoughts on the discussion questions.

After this discussion, the students will apply these concepts to other songs and provide examples. They will explore the issue in television, movies, magazines, and advertisements. Instructor will engage students in a discussion on the societal implications these may have and what the repercussions are if these issues and implications go unnoticed.

Created by Liz Thompson

Unit III: Critical Thinking and Perspective **Gaining using *Lions for Lambs***

Overview & Goals:

The students are shown clips from the film *Lions for Lambs* that explore the varied perspectives of several current political issues. Drawing on notes taken during the film clips, the students will actively practice their critical thinking skills not only identifying the current political and social issues represented, but critically analyzing the assumptions driving the different perspectives presented in the film. In addition to broadening their knowledge of different viewpoints on various issues, students can explore how bias can be present in the particular form of media used for this activity; film/movie. The underlying message being played out in the film is that young people essentially have a choice to engage in the world around them and affect change or comfortably disengage isolating themselves from the issues of importance. This affords the additional opportunity to discuss the importance of engaged youth and the fundamental goal of PEP.

Resources:

- *Lions for Lambs* DVD

Description of Activity:

As the students enter the classroom, have each student prepare themselves for note-taking that will occur during the viewing of the film. Once all students have arrived, explain to the class the nature and goals of the activity. This explanation will include details regarding the relevancy of the film and the underlying plot of the movie. The film is set in a number of different locations but concentrates on a college campus where an aging professor challenges a particularly gifted student to return to his once-engaged manner in class. The film centers on this conversation between professor and student branching off periodically to develop a number of vastly different characters. These characters play out related storylines that speak to an array of political and social issues. Ultimately, the viewer is taken back to the central conversation between professor and student regarding his participation and involvement in class discussion and work. Each of the characters developed in the film have their unique perspectives on the interrelated issues.

Once this plot has been given to the students, the instructor shall explain that each student will make note of every political or social issue that is brought up as well as every perspective that is developed or addressed. At times, several overlapping issues and perspectives are addressed, and students should be encouraged to keep up as much as possible with the developing story presented in the clips.

The instructor will play approximately 20-25 minutes of film clips for a 50 minute class.

After viewing the clips, the students should be given about 5 minutes for silent brainstorming to gather their thoughts and notes taken during the clips. Students should be articulating the relevant information given for each issue and perspective represented in the film. Also, the instructor should ask the students at this time what the central message of the film is or the central question that the movie generates? This should become clear to students the more they watch the film. As students detail the perspectives, *stress that they need to analyze these*

perspectives offering specific reasons for why the particular characters may hold the identified perspectives. By critically analyzing the issues, and drawing from what they know of each character, the students should be challenged to offer additional reasons not offered in the film for the various perspectives. Students can branch into perspectives not represented in the film that are relevant. Students can then form small groups where they discuss the various issues and perspectives ultimately choosing three for overall class discussion. When the entire class discusses the various issues and perspectives, students will offer their individual and group ideas. All of this discussion affords the students an opportunity to critically analyze the issues and gain a better understanding of the different perspectives that exist in relation to each issue. During this discussion, it is crucial to explore the reasons behind the identified perspectives offered by students.

At the close of the discussion, students are asked what the central message of the film was. The film positions a direct question on the young college mind essentially asking if ‘you’ will detach from the outside world of important issues that affect everyone on some level, and busy yourself with things of little or no social significance or relevance? Will you isolate yourself from real issues that deserve your attention, just because you can and it may be initially more comfortable to do so? Or will ‘you’ take a stand for something you believe in and actively engage in the world around you? Guide the students to that question and squarely pose it to them.

Variations:

Many variations can come from this activity. Firstly, the entire film can be watched over the course of several class meetings. This activity can be used as a springboard for any speech, or other assignment. The students can explore the perspectives and issues addressed in the film and subsequent discussion a bit further through additional role-playing activities in which they assume the specific roles/perspectives presented in the film. The activity can be extended to two class periods, leaving more time for debrief and discussion. Also, the activity can be extended as students can choose one or two issue and perspectives that they can explore deeper in the form of an essay.

Created by Ryan Buddenhagen

Unit IV: Building Arguments

Political Debate/Argument Activity

Overview:

This activity is designed to allow students to synthesize and apply the concepts learned about developing and evaluating arguments in chapter 16 to actual argument situations. For the activity, the students will watch clips from political debates in class and analyze them in small groups. During their analysis, the students' goals will be to identify the six elements of the Toulmin Argument Model, any fallacies in the argument, and which persuasive appeals the speaker is using. After students have had the opportunity to analyze the argument in their small groups, the instructor will open the discussion up to the entire class to analyze the particular argument. After going through three to four examples in class, the instructor will assign students to write an artifact assignment, in which they find a clip from a political debate and analyze it in the same manner.

Description of Activity:

1. At the beginning of the class period, explain to the students that today's activity will allow them to apply the concepts they have been discussing in class about developing and evaluating arguments.
2. Break students up into small groups (three to four students per group).
3. Explain to students that you will be showing them a clip from a recent political debate* and it is their responsibility to analyze the arguments presented. Explain to the students that they will need to analyze the arguments according to these four criteria:
 - Toulmin Argument Model – Which elements are present? Which elements are missing, and how does that effect the speaker's argument?
 - Fallacies – Does the speaker have any fallacies in his or her argument? If so, which ones?
 - Persuasive Appeals – Which appeals are the speakers using in their arguments? Explain how these are presented.
 - Overall Quality & Strength of Argument – Did the speaker present a strong, well thought-out argument? Was it persuasive?
4. Show debate clip to the class.
5. After the clip is over, allow students to work in their small groups for a few minutes to analyze the argument.
6. Once students are done analyzing the arguments in their small groups, open the discussion up to the entire class and talk through the four criteria listed above, and allow students to expand upon their evaluation of the argument.
7. Finally, assign the students to do an artifact assignment similar to the activity conducted in class (see artifact description below).

**When selecting debate clips to use in class, try to use the most recent debate clips available; particularly if an election is coming up.*

Description of Artifact Assignment:

1. An artifact assignment is designed to give students the opportunity to apply concepts that they are learning in class to real world situations.
2. Instruct students to find a clip of a *recent* political debate (school, local, state, or national), and select a particular argument sequence to analyze.
3. The first part of their artifact should simply be devoted to explaining the argument itself and what was said between the candidates. Instruct your students to use as much detail as possible. (Have students turn in a transcript of the argument if possible as well.)
4. In the second part of their artifact, instruct students to analyze the argument sequence using the following criteria:
 - Toulmin Argument Model – Which elements are present? Which elements are missing, and how does that effect the speaker’s argument?
 - Fallacies – Does the speaker have any fallacies in his or her argument? If so, which ones?
 - Persuasive Appeals – Which appeals are the speakers using in their arguments? Explain how these are presented.
 - Overall Quality & Strength of Argument – Did the speaker present a strong, well thought-out argument? Was it persuasive?
5. After doing several of these similar argument analysis activities in class, students should have a fairly good grasp on what is expected of them for this artifact assignment.

Variations for the Activity & Artifact:

Below are some simply variations to the above activity and artifact assignment:

1. Have students analyze the arguments presented in political advertisements using the same criteria listed above.
2. Have students analyze the arguments presented in political comedy shows (i.e. Real Time with Bill Maher, The Daily Show with Jon Stewart, The O’Reilly Factor) using the same criteria listed above.
3. With the artifact assignment, instead of having students simply analyze the argument presented, require them to develop a strong, credible counter-argument in response to the argument presented.

This activity accomplishes two primary goals: it helps students further develop their critical thinking skills and it helps promote political engagement among students. This activity helps students develop their critical thinking skills by having them directly evaluate different arguments based on a given criteria. In this activity, students must be able to follow the speaker’s line of argument and identify the person’s claims, evidence, evidence credibility, counter-arguments, and rebuttals. In addition, students must be able to recognize fallacies in a speaker’s argument, and determine the overall quality and strength of the argument.

Created by Elizabeth Chupp

Unit IV: Building Arguments Aristotle and Fallacies

Overview:

This activity is designed to provide students with the opportunity to apply Aristotle's three modes of persuasion to something they will be encountering as a citizen in a democratic society – political advertisements. After defining Aristotle's modes of persuasion and the six fallacies in the textbook, students will have the opportunity to watch Johnson's "Daisy" ad, one of the most famous political television ads in history, even though it was only aired once. As a class, students will discuss the modes of persuasion and the fallacies in the ad. After discussing the "Daisy" ad, students will be assigned to participate in a Blackboard discussion about other political ads that they will analyze.

Description of Activity:

1. Watch "Daisy" ad:
2. Ask students if Johnson used ethos, logos, or pathos in the ad.
 - a. Ethos – Johnson indirectly claims to be the most qualified candidate, but does not offer any evidence to support that claim.
 - b. Logos – lacking
 - c. Pathos – the strongest mode of persuasion used in this ad
 - a. Disturbing imagery: a little girl fades into a mushroom cloud.
 - b. "We must either love each other, or we must die."
 - c. Then the voice-over says that you must vote for Johnson because "the stakes are too high."
3. Ask students to identify any fallacies that they saw in the ad.
 - a. False dilemma – "We must either love each other, or we must die." Johnson implies that either people vote for him, or the country will wind up in a nuclear war.
 - b. Slippery slope – some students might think this is a slippery slope, but there really are not enough steps to be a slippery slope.
 - c. Ad hominem – some students might think this is an ad hominem, but Johnson does not directly attack Goldwater in any way. (He doesn't even say his name.)

Description of Blackboard Assignment:

1. The Blackboard discussion is designed to give students the opportunity to apply concepts that they learned in class to another situation and to discuss it in an anonymous environment.
2. Students will choose another presidential ad from LivingRoomCandidate.com.
3. The instructor will set up a thread on Blackboard devoted to this discussion.
 - a. Go to "Discussion" area of Blackboard and click on "Create Topic"
 - b. Give the topic a title, such as "Living Room Candidate"
 - c. In the "Description" box, type instructions for the assignment. (see #4)
 - d. If the instructor wants to grade this discussion, put the appropriate information in the "Grading" section.

- i. One possible grading rubric might make the assignment worth 20 points (10 points for the original post, and 5 points for each response).
 - e. Click on “Topic Behavior Options”
 - i. Leave default settings on “Student Posting Rules”
 - ii. Check “Authors are anonymous to students” under Author Identification section.
- 4. Each student is responsible for posting one message and replying to two messages.
 - a. In the student’s original post, he or she will post the URL of the ad viewed and summarize the ad. Then he or she will explain which of Aristotle’s modes of persuasion are used, as well as any fallacies that are present in the ad.
 - b. The responses to other students’ posts should state whether the respondent agrees or disagrees with the original poster’s assessment, along with an explanation of why. If the respondent disagrees, he or she needs to state which modes of persuasion and which fallacies are present in the ad.
 - c. Each student is responsible for responding to two other students’ posts, and no more than two responses should be posted for each original posting. (In other words, every post will have two responses.)

Variations for the Activity & Artifact:

Rather than using LivingRoomCandidate.com, students could view current political ads on YouTube or candidate websites.

Through this activity the students learn to recognize Aristotle’s three modes of persuasion, as well as several fallacies. After determining how each ad attempts to persuade the audience, they are using their critical thinking skills further by explaining why they have come to the conclusion that they have reached. Then they are viewing their classmates’ arguments and determining whether or not those deductions are solid. Because most people do not learn to do something by doing it only once or twice, this activity provides the opportunity for a student to view four ads (one in class and three outside of class) and apply the information to them.

There are two reasons why this activity will work best using a computer-mediated forum. First, the anonymous nature of the Blackboard discussion should encourage students (even those who are normally shy) to speak up and to explain themselves fully. This is especially important because they may need to disagree with each other when analyzing each others’ posts. Second, it gives students the opportunity to choose which ads to view. If the activity were done in class, the instructor would choose ads for the entire class to view, and shy students would not contribute as much as more outgoing students. Also, many instructors express frustration over having too little time in class already.

Created by Deborah Niemann-Boehle

Unit IV: Persuasion Magazine Activity*

Overview:

This activity is designed in that the students will become familiar with organizational patterns of persuasive speeches. The students will identify Aristotle's three modes of persuasion appeal: ethos, pathos or logos. Students will also experience presenting persuasive material to the class.

Description of Activity:

The students will be assigned to bring to class a political or propaganda advertisement. It can either be a printed advertisement or one available on the internet such as youtube.com. Students will then decide what type of question it is answering using fact, value, or policy and why. After determining if it is a fact, value or policy, students will then decide how it is organized. Students will then determine which of Aristotle's three modes of persuasion appeal: ethos, pathos or logos that the advertisement is using. Lastly, students will determine who the target audience is of the advertisement and why. Each student will present his/her advertisement to the class on Monday. Presentations should be 1-2 minutes.

This assignment is worth points. You need to meet all of the above components and put effort into this assignment to receive the credit.

Created by Laura Hickey

*Adapted from Erica Grohskopf.

Informative Speech

Example 1: The students will be assigned research a person that significantly impacted society and created a needed change in some way. The students will be instructed to not choose someone who is well known, and over researched that the audience knows much about. Such examples include Matthew Shepard, Gandhi, Rosa Parks, Bono, Oprah Winfrey, Mother Theresa, Dalai Lama, John F. Kennedy, etc.

The students should answer the following questions in their speech:

1. Why is this person well known?
2. What issue were they involved in that needed a change?
3. What did they do to implement this change?
4. Why was it successful?

Created by Laura Hickey

Example 2: The students will develop speeches on political topics with the goal of demonstrating how the issue impacts them directly (example: oil—why does gasoline cost \$3/gallon?).

Social or political issue facing students, Illinois, USA, allies or world.

Created by Dr. Steve Hunt

Example 3: Have the students draw from 23 different countries of the world folded randomly in a hat/bowl/etc. Some examples are listed below:

Turkey/Armenia	Turkey/Greece	Rwanda
Israel/Palestine	India/Pakistan (Kashmir)	Sudan
Ethiopia/Eritrea	China/Taiwan	Burundi
Sri Lanka	Lebanon/Syria vs. PLO	Chechnya/Russia
Peru (Internal conflict)	Sierra Leone (Diamond conflict)	North Korea
Maldives	Ivory Coast	Kenya

The students will then research their assigned country and find the major political, social and/or economic issue the country faces. Then, they present primary issues that their assigned country is currently dealing with to the class. For example, a student who draws China would potentially present the issue of manufacturing and toys in the U.S., censorship of media and how that affects education, politics, etc., Communism and its effects on the economy, education, etc.

The above countries face issues of: serious food shortages, poverty, malnutrition, conflict, etc.

Created by Lindsay Stuart-Doig

Group Speech

Example 1: Each group will be required to select one issue that is a current topic of debate in the 2008 presidential race (i.e. Iraq War, U.S. Healthcare, Economy, Foreign Policy, Government Spending, and Environment). Groups will give an informational presentation about the issue, including the viewpoints/plans of at least one Democratic and Republican candidate. Groups may choose to include the viewpoints from more than one Democratic and Republican candidate, as well as viewpoints from other parties' candidates, such as the Independent or Green parties, if so desired.

Created by Elizabeth Chupp

Example 2: The students should select a controversial issue that the presidential candidates are debating. Students should be sure that their chosen topic has multiple perspectives to an issue.

Appropriate topics include, but not limited to: Weapons of Mass Destruction, Iraq War, Homosexuality, Right of Privacy, Renewable Energy, America's Global Role Public Agenda, Bill of Rights Defense Committee, Bioethical Issues, Birth Control, Gun Control, Nuclear Weapons, Legalized Gambling, Human Cloning, Gene Testing, Gay Marriages, Discrimination Laws, Mandatory Drug Testing, Mandatory AIDS Testing, Censorship, School Prayer, Government-Funded Health Care, Immigration, Welfare, Surrogacy.

Created by Laura Hickey

Example 3: The students should choose an organization on campus or present in the Bloomington-Normal community. The group will become involved with that organization and advocate for that organization to the class in order to show classmates why it's important and how they can each get involved. They will then relate the organization to the social needs of society, why the organization is present, what issue they are attempting to resolve, etc. They then will advocate their chosen organization to the class in order to show classmates why it's important and how they can each get involved.

Created by Lindsay Stuart-Doig

Example 4: The students will choose a social or political documentary. Then, as a group, watch the documentary and present to the class the main issues the documentary addresses, followed by an explanation of how people are affected by those issues/what can be done to "fix" the problem if one exists/ how your classmates can get involved.

Created by Lindsay Stuart-Doig

Persuasive Speech

Example 1: The students will be asked to persuade their audience to change an issue, policy, law or injustice in the world. The topics can be a local (Illinois State University, Bloomington-Normal area), state, regional or national topic.

The speech will center on trying to educate the rest of the class about the problem, and also about things that can be done to change the problem. Students will try to persuade their audience to take action, whether it is to do something about the issue by joining a club, voting, etc.

Created by Laura Hickey

Example 2: The students would develop a persuasive speech on a political topic and follow-up that speech with a letter to a policy-making asking for action on the topic. The instructor could also ask students to attend RSO meetings and write about their experiences (could be utilized as an artifact).

Students could be asked to create an RSO around an issue of importance to them (could be included in the group presentation assignment).

Created by Dr. Steve Hunt

Persuasive Speech Outside of Class

The purpose of this assignment is to get students to use the persuasive skills acquired in this course in a real world application with real world consequences. More times than not, the communication we create will not be in the form of a public presentation with a captive audience. This assignment will ask students to respond to live audiences. The assignment will demonstrate the students are not only able to understand and apply the concepts of persuasion; the students will also display an ability to adapt that information in real time.

Overview:

The students will be preparing persuasive speech(es) to be conducted outside of class in front of real world audiences. Every speech will have the intention of registering voters that have previously not been registered. The first part of the assignment is to persuade individuals outside of class to register to vote. The second part of the assignment is to write a paper in reflection of those persuasive experiences.

Part 1: Presentations

The students are to transmit persuasive messages by any means necessary. The students will make 50 copies of the “motor voter” registration form provided in class. The students must identify appropriate audiences, tailor the persuasive messages for that audience, and deliver those ideas. The students will turn in the 50 COMPLETED and VALID “motor voter” registration forms to receive credit. (50 forms is the minimum; I will offer extra credit to any individual that collects more.)

- The persuasive messages are by any communication necessary
- The audience does not have to be unknown to the student
- The student should pay attention to the persuasive principles from class.

Part 2: Reflections

The reflection paper should be completed after the “motor voter” forms are collected. It should contain the following sections (with these titles for the headers):

- My persuasive strategies/skills
- My audience(s)
- My strengths/weaknesses
- My results
- What I learned from the experience (about this assignment and about persuasion)
- What I’d do differently

Created by Bryan Asbury

Group Persuasive Speech

Example 1: The students will identify that the persuasive skills acquired in this course work better in a real world application with real world consequences when used together with other people. More often than not, we will be forced to communicate to others with others. This assignment will ask students to work together to create a communication campaign for voter registration. The assignment will demonstrate the students are not only able to understand and apply the concepts of persuasion; the students will also get practice working in and with groups of people to create productive and efficient instances of communication.

Overview:

The students will be preparing persuasive communication campaigns to be conducted outside of class in front of real world audiences. Each instance of will have the intention of registering voters that have previously not been registered and the students will develop instances of communication through multiple channels that form a cohesive campaign. The first part of the assignment is to persuade individuals outside of class to register to vote. The second part of the assignment is to present the campaign to the class and discuss the results of the campaign.

Part 1: Campaigns

The students are to construct a cohesive campaign using multiple perspectives and channels to register future voters. The campaign must include a different instance of communication through a different channel for each member of the group. The campaigns will be enacted anywhere appropriate for a minimum of two weeks prior to the class presentation. The students will turn in the voter registrations received as a result of the campaigns.

Part 2: Presentations

The presentation must introduce the class to the campaign constructed by the group and discuss the findings and results of the campaign. The presentation will be 3-5 minutes for each member in the group. The presentation should follow the guidelines and structure of any good speech (including an introduction, transitions, and conclusion). For guidance, look at the grade sheet in the spiral book

Created by Bryan Asbury

Artifact Assignment

Example 1: Have the students write an artifact on a political advertisement or political attack advertisement. Students will identify if there are any fallacies present and also Aristotle's methods of persuasion: ethos, pathos and logos in their chosen advertisement.

Created by Laura Hickey

Example 2: Have students write an artifact following the informative speeches, focusing on explaining how that issue affects them.

Consider assigning artifacts:

Artifact 1: Write a letter to Congress urging action on an important political issue.

Artifact 2: Write an artifact on the importance of political engagement.

Artifact 3: Visit a politically-oriented RSO, write the artifact, present the artifact orally in class.

Created by Dr. Steve Hunt

Example 3: Have the students write a letter to a politician/policy-maker or important campus official that reflects an important political/university concern. The letter will follow block style formatting and should be between three and five paragraphs in length. The letter should be one page long.

In the first paragraph, consider a friendly opening and then a statement of the main point. The next paragraph should begin justifying the importance of the main point. In the next one to two paragraphs, continue justification with background information and supporting details. The closing paragraph should restate the purpose of the letter and request some type of action.

Created By Lindsay Soliman

Example 4: Have the students write an artifact about interaction with a campus organization. Assign students the artifact and give them two to three weeks to complete it. For this artifact, students are required to get information about an organization on campus, ideally, attend a meeting, and write about their experience.

Created by Lindsay Stuart-Doig