

**Asg-03 TEAM TERM PROJECT: Written Term Paper & Oral Presentation**

Date assigned: Thursday, 5 July

Due dates: Enumerated below

**Note:** Much time and energy went into creating this document; it continues to be a work in progress with the passing of each semester. *Consequently, you would be wise to take full advantage of the strengths and weaknesses of many of your predecessors, from which much of this content is derived.* ☺

**Project Overview and Due Dates**

Each team member will take a different point of view on a controversial subject, and defend it. Your grade will reflect how you perform individually and as a part of a team.

The term project will consist of several parts, shown below, with **due dates** at right (due start of class). These dates supercede any dates published earlier, should there be a discrepancy. PLEASE TYPE EVERYTHING except, of course, for the forms (Preferences; Stat 1 and Stat 2). Copies of all forms will be put on the Web, and provided in class.

	[Individuals may email <i>additional</i> topics of interest (see #1 under Written Assgmts)].	Fri, 6 July
1.	<b>Prioritized Topics</b> Preferences Sheet & Short Pre-Bibliography* <b>START NOW!</b> *2 to 3 sources for one of your <i>first</i> topic preferences. Don't go hog wild; topic might not be assigned to you.	Mon, 9 July
	[Team members & Topic assignments announced]. <b>Teams will</b> meet during last 5 min of class time.	Tue, 10 July
2.	<b>Summary Statement</b> , & Short <b>Bibliography</b> . <i>One complete set from each team member.</i>	Fri, 13 July
3.	<b>Status Report-1</b>	Wed, 18 July
4.	<b>Outline</b> .	Mon, 16 July, 6PM
5.	<b>Status Report-2</b> (Partner Report).	Tue, 24 July
6.	<b>TERM PAPER</b> in hard copy and digital form.	<b>Fri, 20 July</b>
7.	<b>Team article packet</b> (only <i>one set</i> from each <i>team</i> )	Mon, 23 July
8.	<b>5-10-minute meeting</b> with T.A. or instructor (individual members): Sign-up sheets will be posted on our office doors.	<b>Begin on:</b> Fri, 13 July <b>End on:</b> <i>As needed</i>
9.	<b>ORAL PRESENTATIONS*</b>	<b>Will likely begin on:</b> Wed, 25 July <b>Will likely end on:</b> Mon, 30 July
10.	<b>Paper copy</b> of overheads, PowerPoint slides, handouts, etc; <b>Electronic copy</b> of PowerPoint slides	<b>Both at start of class on:</b> <i>Your pres day.</i>
11.	<b>Team &amp; Project Evaluation form(s)</b>	Tue, 31 July.

**\*ORAL PRESENTATION DATES.** Please let the T.A. know *asap* if there is a date or dates during which you definitely cannot give your presentation, and the reason. Kindly do so *before* we make the assignments. Email is fine; she will send you a confirmation reply.

## Starting early, and other candid advice from former C96 students

Below is a list of some actual student comments from past semesters.

*Question: What would you change about your team dynamics or how you worked, if you could start again?*

“I would have started our meetings much earlier—because of our schedules this wasn’t easy but would really have helped give us direction a little earlier.”

“We got started way too late. Made us rush too much; that was pretty dumb, I know...”

“We should have spent more time together, especially in the beginning.” “...should have rehearsed more as a team. I know, I know, you told us.”

“We should have rehearsed together in the real classroom. Things happened that we didn’t expect.”

“Meet with my team member way more often, both during research phase and before formulating arguments.”

“We should have done a little more brainstorming. I don’t think we presented some things as well as we could have and I think we left out some important points.”

“Make us do more progress reports because they helped us to stay on task. We’re great at procrastinating.”

*Question: What worked well for your team?*

“We worked well together and shared everything (resources and ideas) and rehearsed sufficiently. E-mail and visits were great. Can’t think of anything to change.”

“We played devil’s advocate on nearly every topic/point we wanted to address. This helped us fully consider all possible effects and ultimately made our positions stronger.”

“PowerPoint; it’s so easy to do! Even for a computer idiot like me. I had never even used it before ...”

## Team Work

Cooperation and the sharing of ideas are an important part of the educational process. You are encouraged to work together in nearly all aspects of your term project—finding and sharing good sources, reviewing each others’ drafts of your written papers, and the oral presentation. You will be asked to evaluate yourself and your team member(s).

*(With thanks to the Center for Teaching and Learning for many excellent suggestions.)*

**Leader.** It helps to select a team leader. Together, set your **goals**—and determine *deadlines* for each goal—right from the beginning. Stick to the deadlines as much as possible. Your goals should be specific and behavior-centered; they should be discussed and formulated by all team members; they should focus on short-term and long-term aspects of the project; and they should be open to some adjustment as the group evolves. Goals are a way of setting down what needs to happen within the group and by when. Some goals might include: (1) Find x sources no later than x. (2) Additional library and net research started by x and completed no later than x. (3) Our complete summary statement document and partial bibliography given to all team members by x. (4) Discuss what grade we want on the presentation and what we will have to do to achieve that grade. (5) Constantly challenge our ideas to ensure that the content of the presentation is both accurate and interesting. (6) Get a draft of our term paper to all team members for critique no later than x.

**Meeting times.** On **10 July**, we’ll quit ten minutes early to identify teams and topics, and to give you time to meet briefly to exchange email addresses and phone numbers, and set a meeting time.

**Rules of conduct and expected contributions.** From the beginning, establish your team’s rules of conduct and expected contributions\*. An example follows:

- ◆ You cannot miss a meeting except for an emergency and only if you are willing to reschedule it asap.
- During all meetings:
- ✓ Stick to the subject.
  - ✓ You are allowed to challenge opinions with which you disagree by politely offering a counter opinion, but you will be specific and provide sound reasoning.

- ✓ You will stop talking once you've made your point, and then encourage the opinions and contributions of other members. You will listen carefully to others; you won't be preoccupied with your own point of view while another is speaking.

**\*Expected contributions:** Each member should give the group process a good-faith effort. It is your responsibility to participate fully in all team meetings and tasks. You should share the work equally. A portion of your presentation grade will reflect a grade given to you by your team member(s)—which will be kept strictly confidential (between the evaluator and the course instructor). You should discuss with your team members *early* in the process exactly what you expect from each other in order to earn a certain grade.

**Reminder** (from the syllabus): Below par performance as a member of the team can result in an “F” grade for the course, even if other scores average out to a passing grade. Yes, we're ALL busy with classes, homework, outside jobs, etc. *That does not excuse you from meeting with your team member(s) often enough to do a good job. If you do not believe that is possible, then you should drop the course and plan to take it later.*

**Much help allowed.** You may also confer with other Comp 96 students, as long as they aren't signed up for the same controversy. Ask them to read your draft and comment on it, and point out any perceived weaknesses or oversights. Rehearse your presentations in front of other students if you can, encouraging feedback. (Of course, only the presenting team will receive academic credit.) *Please consult the Authorized Aid section of Misc-03.*

## WRITTEN ASSIGNMENTS

Each member will write an *individual* term paper presenting his or her stance and supporting arguments.

### 1. Prioritized Topics Preferences Sheet, & Short Pre-Bibliography

Attached is a list of controversial topics.\* Read each through. Decide which topics look the most interesting to you. Conduct a literature search for some of those that you find most appealing. Start **now** (watch due dates!). Make sure there's enough written and that you're comfortable with a topic before you give it a high priority rating.

#### \*Proposing your own topics

**By individuals.** Although this is certainly not required, anyone may propose one or more topics that do not appear on the list—maybe an outside interest—or that might be related to something on the list—and email a description of each to the instructor. by no later than **Friday, July 6**. If I believe it is a viable topic, I will post it on the course's Web page and notify the class to check it out (your name will not appear unless you request it). If others find any proposal interesting, they may add them to their Topics List (by the “Brief description”) and include it in the priority numbering. Only if I can form a team will a topic be assigned, of course. The student who initially proposes the topic will be given first dibs. I'll veto your idea only if I believe it does not relate to the course, or I suspect you may have trouble with it; but you can certainly appeal the rejection and I'll reconsider.

**By a team.** After teams and topics have been assigned, if your team should discover another topic/controversy that you like better, your team may propose it via email to the instructor. Each team member must submit a *new* Summary Statement & Short Bibliography for approval. Such a topic submitted by a team will, of course, not be offered up to others—if approved, it's yours.

**Note:** Focus on controversial social effects of *information* technology—not just any technology (like automobiles or laser-guided surgery). While “information technology” encompasses quite a lot, try to select something that would be of interest and related to this course. Beware of topics whose technical issues may cause you some trouble; that should become evident as you read the articles you find. Feel free to drop by for a chat with your instructor to discuss your ideas before you submit them, if you like.

## Teams and Topics

Teams and topic assignments will be announced and posted on 10 July — hopefully no more than two teams for one topic (see below). While we cannot promise you'll get your first or second choice, we'll do our best. This method is still better than your simply being assigned a topic without having provided any input. To be fair, we'll try to schedule *later* presentation dates for those teams who didn't get their top choices (unless your team *prefers* going early; be sure to let the instructor know that as well; communicate!).

## 2. Summary Statement and stapled attachments

The provided topics (attached) should provide you with some ideas and questions; NOTE that many topics have more than one controversy within. Think about these questions as you identify a particularly interesting and specific controversy, and as you plan out your *own* thesis statement. Your thesis should not cover all the questions posed—*focus on the controversy you want to address*. It's possible that another team will select a different controversy that falls within that same topic.

To ensure that your topic is well focused and narrow enough, each team member must turn in a **typed** Summary Statement. It should be brief, and include a problem statement and your thesis.

**Problem statement.** Should briefly describe the issue or the problem you intend to write about (what is the controversy, and why is this worth examining?).

**Your thesis.** Should describe what *your* paper will accomplish—what you intend to prove in your paper (the *position* you will argue for), and a basic plan for how you will accomplish this.

*An example of each:*

Should Internet sales be taxed, or should state and local taxes be waved for at least another three to X years, thus extending the current moratorium and providing the fledgling e-commerce business with an edge? Should the federal government interfere with local and state government rights to collect taxes? Is it fair for the federal government to provide e-corporations with a tax advantage over their brick-and-mortar counterparts? Shouldn't they be good citizens as well? Why should a shopping medium make a difference here?

It will be argued that the federal government should not extend the tax moratorium for an additional three years beyond 2001. E-commerce will have already had more than three years to get itself well established, and an extended moratorium would result in unfair competition funded at the expense of local and state governments.

Your problem statement will, of course, be very similar (possibly identical) to your teammate's; however, because you'll be taking **opposing** points of view, your thesis should be very different.

**Partial bibliography.** List at least three sources that you have found (*excluding* our textbook and RHs), *in an acceptable bibliographic format (MLA)*. Each team member should find different sources which, of course, can be shared later. (Your final bibliography may include course-assigned readings; discussed below.)

### Feedback

We will review the Summary Statements and attachments, and return it to you, marked as one of the following:

- 1) Approved            2) Approved as Amended            3) Revise and Resubmit

For #3, you must revise and resubmit whatever portion is indicated, and as soon as possible.

*Your summary report must be approved (or approved as amended) before you can hand in your Term paper.*

We certainly are not looking for more work; if we ask you to revise and resubmit, please don't take it personally—we're simply trying to head off problems before you get too far. For some, this will be a different kind of paper than those you have written for other courses, and we understand that.

## 3. Outline

The purpose of the outline is to help us to determine if you're headed down the right path, or if you have omitted something important, well before you write your paper. All of these "hurdles" are provided to help

you to stay on track and to do your best work—certainly not because we love to grade things or to give you unnecessary busy work.

We have attached a sample outline; notice that it follows the methodology for writing a philosophical paper, as shown in Misc-03.

**Note:** We do not expect that your final term paper will match up *exactly* with your outline; that is, you may find another great argument or counter-argument as you continue to read and think about your topic, which, of course, would not appear in your initial outline. The outline is intended to keep you organized, and especially to ensure that you keep *your thesis* in mind throughout.

In addition, your first outline may, for example, have you providing all of the risks/tradeoffs of your position only after you present all of your supporting arguments for it. Once you start to write, you may decide that you'd like to rearrange things, and present the risks where they flow better for you (e.g., within your argument section). That's certainly fine, but just be sure to work with rearranging your outline first, and that it continues to be well organized (feel free to run your revised outline by your Instructor or T.A. before you proceed).

Having said that: this does not imply that you simply do the outline, and then ignore it when you start writing your paper. That would not only be an incredible waste of effort, but worse, it would put you in jeopardy of writing a disjointed paper that is prone to tangents and that does not meet stated goals.

Your outline will be graded; you will still receive a 0 percent for that component if you do not turn one in, no matter how stellar your paper turns out—it is a graded component, just like anything else. Your outline grade will reflect the work that you've put in so far; getting an A on the outline means that your work looks good and is on track. It doesn't guarantee that your paper will be perfect—but it should certainly head you in the right direction. Remember that it is a work in progress; you should continue to research your topics and develop your arguments.

#### 4. Term Paper Requirements

Review very *carefully* the handout **Misc-03: Written Assignment Guidelines**. It all applies. Additional requirements are listed below.

**Length.** 8–12 pages. The length is a guideline. You may go slightly above or below it as you see fit. Be careful if you go much below it—that generally means you haven't gone into enough depth or may not have enough arguments and supporting evidence to support your position.

In addition to the 8-12-pages, you must include:

- A **title page** stapled to the front, which includes, at minimum: your name, a descriptive title, and your pledge.
- An appropriately **formatted bibliography** stapled to the back. A *minimum* of **six sources** is required—at least *four* must come from sources other than our textbook or class reading assignments. (As long as at least four come from other sources, you can essentially use as many class materials as you like.) If you wish, one of the six sources (or more if you have more than six) may be an interview, if appropriate for the topic.

**ABOUT SOURCES.** You do not have to site all of the sources that are in your bibliography *within* your paper (unless, of course, you use their specific ideas or words). Finding lots of sources should provide an opportunity for you to *get into the literature* about the topic, to provide you with a broader understanding of the nature of the technology and its controversy, and to enable you to come up with your own position, arguments, and conclusions. Outside sources can often help you with background information, to strengthen your own arguments, with additional ideas, and with much supporting evidence.

#### Grading Rubric for Term Paper: See Misc-03.

**Note:** In order to be as fair as we can to everyone and to all teams, we will return your graded/marked-up term paper at the end of class exactly two days before your scheduled presentation day. That way, every team will be

given the same amount of time in which to implement comments that might affect your presentation material. Therefore, for those of you presenting on the first day (Wed, 25 July), your term papers will be available for pick up at the end of class on the prior Monday, 23 July. Those presenting on Wednesday can pick theirs up on the prior Monday, and so on. If you forget, make arrangements with the instructor to pick it up. This plan gives us more time to spend with each paper, which will be in your favor.

## TEAM PRESENTATION

The purpose of your presentation is to present the *essence* of your paper to the class (the controversy, your thesis, your supporting arguments, refuting opposing view, your conclusion...), and to lead the follow-up discussion. Grading rubric and helpful hints are included below. Your presentation will likely not cover everything that you can cover in a term paper, nor at the same depth. In fact, your presentation might include an argument that didn't appear in your paper (you thought of it later), or vice versa. Just be sure your *thesis* is consistent for both.

**Each team should have at least 22/23 minutes for presentation/discussion.** The presentation part should take *at least* 10 but no more than 15 minutes, with *at least several minutes for class discussion*, which you will lead and moderate. Where and when the discussion comes is up to you (more shortly). You are offered some latitude in terms of format and how you use your time:

- ◆ Your topic might lend itself nicely to role playing (can be quite effective, and more fun if you dress and act the part); of course, be sure the audience knows who you are.
- ◆ Perhaps you'd enjoy a debate style (more below), and then take turns leading the discussion that follows.
- ◆ You may prefer to present for several minutes each, then share a discussion period that follows.
- ◆ You may prefer to interject some or all of the discussion *during* your talk or your debate—for example, a question that will help to lead you to an important argument you are about to make.
- ◆ Or, you may come up with a completely different and creative format. Just be sure the audience knows early on what the controversy is, who's taking what side, and that both sides get thoroughly and equitably aired. One team member should not dominate; this is particularly true for the discussion. ***Share!***

**You must be ready to present on your assigned day**—only an *official* University-excused absence will be considered. *It should be obvious that both you and your team will suffer if you don't show up.* If you must trade presentation dates with another team for a very pressing reason after the team assignments have been made, you must obtain permission from the instructor, and from the other team, and as far ahead as possible, and at least a week before the first scheduled presentation date in question.

### Team article packet (only one set from each team)

Select *excerpts* from at least two different articles—and any information which your team would like the class to read *before* you present. Think about what would help the class to understand the controversy... a little background, perhaps? Excerpts that capture your most compelling arguments? You may also include other items you want students to read: questions to think about, whatever; your call.

Your team packet should total *at least three, but no more than six to eight 8 ½ X 11"* pages. Do not include complete articles (cut and paste however it's easiest; don't retype anything; keep it simple). Be sure you cite each source—print or type citation on each article excerpt. (“Excerpts from blah blah blah”)

Team provides the instructor. with only **one clear xerox copy** (single side!) of team packet, ready for duplicating. Clearly **print or type team number** and **member names** on the **middle-top** of the first page—please allow her room for 3-hole punch at left, and the TH# at top right. Note: your packet may also point students to textbook(s) readings or other assigned readings that relate to your topic, as long as the total assigned from *those* sources is no more than half the length of your total reading packet. Remember, three teams will present on each class day.

## Helpful Presentation Hints

- Background information is meant to give your listener sufficient knowledge of the technical elements and/or of the controversy in order to understand the debate and to comprehend your arguments. Just as it should not be the primary focus of your paper, that is even more true for your presentation, which is much shorter. Be careful that you move quickly into the arguments for both sides, or you may run out of time.
- Your presentation will be successful only if you are well prepared, well read, well rehearsed (time it! we may need to cut you off), and if you truly believe that what you are saying is important to your listeners. Be convincing! Don't apologize for taking up our time—your term project will count for a large portion of your final grade. You'll be the expert, and we'll all learn from you.
- Consider a modified debate style presentation. For example, one person can present supporting arguments for his/her position, followed by the teammate who identifies its weaknesses or other risks; s/he can then present his/her viewpoint or alternative solution, with supporting arguments, followed by the first speaker who plays devil's advocate, etc.
- You will not look like a team if one of you returns to your seat while the other presents. (This happened once, and the presenter was mortified; could have been avoided with ground rules and rehearsals.)
- Consider having one person introduce each of you, and then present the basic introduction (the controversy, and what sides each team member will take). In many cases, only one team member will need to provide a brief background (this could be the member who didn't handle the introduction, perhaps). Don't repeat things your teammate just said, else it'll appear you didn't plan your talk together. *Hint: If I were the team member with the most difficult side to defend (albeit a slightly shorter presentation), I'd want to present the intro and/or the background for the team.*
- Don't apologize by saying something like "Well, I'm not very good at this" or "Forgive me if I'm really nervous....." Most students are novice speakers. Apologizing when you start serves only to make your audience (and consequently you) even more uncomfortable.
- Speak **loudly** and slowly enough. People tend to talk faster when they are facing an audience.
- Randomly pick someone in the room, and look at him/her for a few seconds, then move on to another. Picking a smiling face can relax you. Don't speak only to your instructor and/or the instructor.
- **Do not read** from your term paper, or from lengthy prose. You can use note cards on which you've listed the main points, to jog your memory. Put three or four abbreviated points on a card. Overheads or a PowerPoint presentation work well, but don't talk to the screen. More in next item...
- Using overheads or PowerPoint slides (or Web pages) to show your main points helps both you and the audience to stay focused.\* Prepare an interesting handout, perhaps. Whatever...this your production—make it professional, make it convincing, and have some fun with it. Creativity helps, but of course does not replace substance. (**Note:** You may check out a PowerPoint manual for a couple days from the instructor if you'd like; we are also willing to give you a few easy pointers if you stop by.)

### **\*To store your files on Andy's laptop.**

Give me a Zip disk or a floppy disk at least a day before your presentation and I will place the files on my laptop for use during class.

**Don't fill** an overhead or slide with prose—the audience will have trouble reading it while you speak. A few bulleted points is all you need on each. Use a **large** typeface size on overheads or presentation slides so those in the back of the room can see. Be sure there's enough contrast between the text and the page background for easy reading. Test everything ahead of time in the classroom (see The Plan, below).

- **The discussion:** Your team is in charge. You should determine when it's time to move on to another question *or to another audience member*. When enough has been said on a particular question, you might follow-up by reacting to one or more of the comments, and then go on to another question. Don't feel you have to pick on everyone who raises his/her hand for any particular question, but everyone will appreciate your giving *different* people a chance to participate. **Don't always pick on the first person** who raises his/her hand either—give others a few seconds to think before you pick. Don't depend on the same three people, else it'll appear to us that you're using them as a crutch. Feel free to pick on people whose hands are not raised. Audience: remember to give others a chance to speak.

**Critical note.** Be sure your discussion questions are focused and *specific* enough so that the audience can respond easily. Provide an illustration, or a scenario, perhaps, for the class to react to. ***Very broad questions are really tough for the audience to address and can cause a very disjointed and uncomfortable discussion.*** “What do *you* think should be done about this controversy?” is much too broad! ***This has been the most recurring problem with discussions during past semesters.***

- Dress for the part. You'll feel more professional, and you are usually taken more seriously. It matters.

### Do Ahead:

- Practice, practice, practice. First, rehearse a few times with a fairly detailed outline. But don't memorize—it'll get you in trouble (miss a word and you panic), and you'll sound stiff and “rehearsed.” Concentrate instead on the main points you want to make.
- Next, rehearse with the abbreviated outline. Of course, it won't sound exactly the same way twice, but that's the idea. Time yourself with each practice and see how you're doing. Practice in front of the mirror. In front of others. In front of your cat.
- We will test the room equipment early each morning. The presentation software is PowerPoint for Windows (Office 2000), which is available at the campus labs. Be sure to **test** your file on the laptop **before** your presentation date to be sure things project the way you expect. Office hours are a good time to do this. Sometimes the PC or the projection unit can malfunction, so be prepared to fall back to overheads or the board. Overhead projector transparencies can be purchased individually at the School and Art Supplies department of Student Stores.
- **Rehearsals.** I will try to reserve our classroom for a few time slots before and during the presentation dates in order to allow teams to practice beforehand. Details coming later. I will post the schedule on our web page as soon as I have it.

**TIP:** You can use the forward and back arrow keys to maneuver in PowerPoint (in other words, don't panic if you clicked the mouse once too often—it's easy to back up).

## THE PLAN FOR PRESENTATION DAY

- I'll provide a pitcher of water and cups at the front. Help yourself.
- Regarding time:
  - Each team will be allowed 22-23 minutes. The first team should be ready to start right at 11:30. Each team should take up most of or all of its scheduled time to do a thorough job with the presentation and discussion. (Big hint: have *more* discussion questions ready than you think you can cover.)
  - If your team runs out of time, we will stop you.
  - If it would be helpful for your team, ask the instructor to flash TIME cards at two intervals (8 MIN LEFT, 2 MIN LEFT). Simply let him know just before you present.
- **TURN IN:** At the start of class on *your* presentation day, turn in a disk copy of any PowerPoint slides used, as well as a *paper* copy of your PowerPoint slides, overheads, handouts, and other visuals used.

**Continued...**

## General Grading Rubric for Presentations

Your final presentation grade will likely be a composite of a few inputs: Your individual presentation performance (weighs the most); your team performance; feedback from your team member(s) that addresses your performance as a productive and willing member of the team; and feedback from the class. Final presentation grades will be posted only after all other presentations are complete.

An “A” presentation clearly identifies the controversy, and the speaker’s position on the controversy, early in the presentation (by either team member). Supporting arguments are clear, rational, and to the point. The tradeoffs inherent in it are well presented. Opposing points of view are addressed and successfully refuted with clear and rational arguments. The presentation is well developed and organized throughout, as the audience is led gracefully from one point to the next. The speaker is well poised, exhibits no distracting mannerisms, and uses overheads or other media very well. The audience is clearly stimulated and ready for discussion. Discussion questions are well thought out, focused, and nicely executed—the speaker is in control. It has obviously been a very cohesive team effort throughout.

A “B” presentation identifies the controversy and the position pretty well. Reasonably clear supporting arguments are presented, although not with the clarity or support of an “A” presentation. The tradeoffs inherent in it are well presented but perhaps not as well thought out. Opposing points of view are addressed, but not as thoroughly as in an “A” presentation. The presentation may exhibit some organizational weakness, but the audience can follow along. The speaker is less comfortable, and may rely more on his/her notes. Media are used fairly well. Discussion questions are pertinent, focused enough to get some good discussion, and fairly well executed. The team members seem to have worked quite well together.

A “C” presentation may spend too much time on background material. The speaker gives some supporting arguments for his/her thesis but some may be too general, or perhaps the arguments don’t specifically support the main thesis. Opposing points of view are scarcely addressed. There may be some faulty logic. Organization is weak, and the audience may have problems following his/her ideas. The speaker is fairly uncomfortable and may rely too much on his/her notes. Media may be used, but not as effectively. Discussion questions may be marginal (vague, too broad), and the speakers don’t do enough to keep the discussion on track. It doesn’t appear the members rehearsed enough as a team.

A “D” presentation may have a thesis, but it is hard to follow or so unclear that the audience cannot always be sure what the speaker is arguing for. Supporting arguments teeter on uncertain logic. Opposing points of view are scarcely addressed. Organization is poor, and the audience may be lost. Media are not used or are distracting rather than helpful. Discussion questions are vague or far too broad and little or no effort is made to keep the discussion on track. Team dynamics are clearly absent.

An “F” presentation has no recognizable thesis, making any logic or supporting arguments irrelevant. The speaker’s position is hopelessly vague, or perhaps indiscernible. Opposing points of view are scarcely addressed or nonexistent. Organization is poor or nonexistent; the audience is lost and very uncomfortable. Discussion questions are irrelevant and poorly executed. It appears that this is the first time the team members have seen each other since the topics were assigned.

Or some combinations thereof.

Pluses and minuses may be used for finer-grain letter assignments.

## Questions, problems?

Be assertive with your teammate(s). Don’t let things fester. See your instructor asap if problems arise that you cannot fix.

**TO LEAVE YOU ON A POSITIVE NOTE...** A large percentage of past team presentations have been *excellent*, and some extremely creative and fun. The students said they were challenged, enjoyed it immensely, and most rose to the challenge. Do well, and good luck!

*Distributed: 5 July 2001*

**Attached:** Topic Preferences Sheets to complete, xerox for yourself, and return.