Small Group Project and Presentation:

The goal of this assignment is for you to work through and present a class lecture about writing and to lead a discussion on a given topic. Your rhetorical goal is to help facilitate the learning of the class toward your particular week’s subject, NOT to display mastery of the material or simply to present the material, but rather to ground the material, readings, and issues of your particular week’s topic in the lived experience of members of the class and in the context of previous readings and assignments. Your group will then divide the topic into segments so that each group member will have at least one aspect to research or a particular take on an aspect or issue. As a group, you will need to coordinate your efforts and organize your presentation. You will be given class time to meet with your group.

In a nutshell, your goal is to add value to the readings for that week.

Evaluation:

Group Presentation: 100 points
- Each group will lead a class discussion that needs to be substantive i.e. it will need to be long, with each group member contributing, though the format is up to the group (i.e. a panel format? Breaking the class up into groups then coming back together?).
- All groups must provide a writing prompt that either relates to the readings due that week or relates to some aspect of writing.
- Groups must have some sort of “group writing/analysis” activity.
- Each group should plan to take up approximately 50 minutes of class time.

Audience Evaluation/Peer Grading: 50 points
- All groups must provide some sort of evaluation/grading criteria for some piece of writing done during their class period. That small group will then grade the class based on this criteria. At the end of the class, those grades will be tallied and will account for 25% of your small group grade.

Peer evaluation: 50 points
- Members will grade each other’s efforts in preparation. This grade will have to be justified on the part of the grader i.e. why does little Johny deserve the 30 points you are giving him. (HINT: You all will grade harder than I do, so play nice with each other). I will provide you with a form to help facilitate this.

Here are some suggestions on how to go about this project:
- What about that week’s topic is interesting to you? What might be interesting to the rest of the class? Is a particular author on to something? Using shoddy evidence? Not using the right sources? Pandering to their audience?
• Isolate some issues involved in your topic, then explore each of the issues in depth to discover some of the key problems or questions, then assign areas of research. Also consider methods of presentation which your group can consider using.
• Each person should share the information he/she gathered so that the group as a WHOLE expands its understanding of the topic, the issues, and the problems. Also, there should be some discussion about what is yet unknown to the group which would questions would assist them in understanding.

A portion of the class before your presentation day will be given so that you may engage in practice session with your small group. So you can time yourselves and work out any problems facing the group before your actual presentation day.

Paper work that should be turned in for each small group presentation no later than two weeks following that group’s presentation date i.e. SG1 presents on 2/15 will turn in their paper work for their class no later than 2/28:

From the Group
Reflective paper indicating:
1. Why the class time was divided the way it was, what was the purpose behind each event?
2. A reflection on what went well in each section, what did not go well, what could be done to improve such activity in the future
3. Grading Rubric and rational for grading in this manner and description of method of grading process (i.e. your system, why you chose it, and how it ended up working).
4. Class member grades

From individual group members
One paragraph discussing both the performance and process of each fellow group member evaluated according to the following system: (Very helpful, Helpful, Not So Much). Please make a claim then give specific supporting detail to support that claim i.e. if Doug was “Not So Much,” it is because he didn’t really talk while we were trying to figure out what to do and then didn’t seem that prepared the day we gave the presentation.