**Deliberative Dialogue Capstone Assignment**

**Overview:** The purpose of this capstone project is to engage in a small group discussion about a difficult problem, develop a solution to the problem, and present your group’s ideas using both research and persuasive techniques. During the first session, your group will discuss difficult problems that exist on Mason’s campus and explore the problem your group thinks is most important together. During the second session, you will be asked to deliberate about several possible solutions and develop a team proposal. Finally, you will develop a group presentation in which you share your proposed solution with the entire class. Your group will use research and persuasive techniques to convince your audience in both the letter and presentation that the solution your group has come up with is the best solution to the problem you posed.

**Day 1: Exploration Stage (in class, 25 points for Collaborative Annotated Bibliography)**

During class, your group will be given several case studies and will need to work together to select the topic or case study that you will use for your project. Once our group has selected a problem, your next task is to explore the issue and make sure that you understand it as completely as possible. Here are some questions to guide your discussion:

* What are the significant factors in the problem?
* Why does this problem exist?
* Why are we focusing on this particular issue at this particular time?
* What issues might make this a complicated situation?
* How has this problem been addressed in other places?
* What are some of the possible solutions that should be considered?
* What are the advantages and disadvantages, and the costs and benefits of the possible solutions we generated?
* What do we still need to know?
* Who on campus do we think could help us solve this problem? (Hint: this is likely who you will address your letter to)

You may use your laptops to conduct research during this session, and as you research, you should save and share all resources with your entire group (you may share resources using Dropbox, Google docs, a group space in Blackboard, email or through another means). Your goal in this first meeting is not to choose a solution but *to* *simply understand the issue as deeply as possible* and to identify as many potential solutions as possible. Your other goal in this session is to begin to develop your Collaborative Annotated Bibliography.

As you work through the problem together make sure that you are practicing effective small group, leadership, and dialogic communication.Make a few notes about how your group functioned, which roles each person took on (relationship, task, and leadership roles), how dialogic communication happened (or didn’t happen). Also, make a few notes about what you heard and how you felt about what you heard in your group. Save these notes for your reflection paper.

**Day 2: Deliberation Stage and Group Proposal (in class, 25 points for group proposal)**

Your goal with this part of the assignment is to deliberate as a group and develop a proposal for addressing the problem that you have selected.

As a group, develop a proposal that responds to the problem you have selected. The proposal should take all of the group members’ perspectives into account and should be something with which all group members are comfortable.

The group’s proposal should be written as a formal letter that is addressed to someone who you believe can enact the group’s proposed solution. Include the appropriate spacing, addresses, and punctuation required for business letters. In your letter, briefly summarize the problem, explain and provide a rationale for your solution, and describe the steps needed to implement your solution. Properly cite at least three sources in the text of your letter. After finishing the letter, upload it as a group assignment to Blackboard before leaving class. NOTE: Only one person in your group needs to upload the letter on behalf of the entire group.

After completing and uploading your group proposal, start preparing a group outline and presentation to share your proposal. You might have some time at the end of class to start preparing, but you all should also plan to spend time together outside of class to prepare and practice the presentation.

**Day 3: Deliberative Dialogue Presentation (in class, 100 points)**

Your group will prepare and deliver a persuasive presentation in which you help your audience understand the problem that you identified, explain and provide a rationale for your proposed solution and describe the steps needed to implement your solution. Your goal is to convince your audience that your group’s proposal is the best solution to the problem. Imagine that all the members of your audience are the ones with the power to implement your ideas. The purpose of this presentation is not simply to read your proposal to the class; instead, you should develop a full-thought, full-sentence preparation outline and extemporaneous presentation that adheres to all of the guidelines for effective public speaking that you have learned this semester.

* **Research:** Orally cite a minimum of **five** sources in your presentation and include at least three types of support materials.
* **Persuasive elements:** Re-read the Persuasive Speaking and Group Presentations chapters as a group to make sure your speech of free of fallacies and uses persuasive appeals or plays to your audience’s needs.
* **Outline:** Use the template provided.
* **Presentation aids:** You may use PowerPoint or other presentation aids.
* **Length:** 10-15 minutes for the presentation, plus 5 minutes for questions if your course meets synchronously.

On your speech day, bring a copy of the Deliberative Dialogue Presentation Instructor Evaluation Form (one per group) and your typed, full sentence outline (one of your group members will also need to upload this to Blackboard) if your class meets in-person.

**Reflection Paper and Group Assessment (at home, 50 points)**

After your group’s presentation, write a 2- 2 ½ page (single spaced, 12 point Times New Roman font) paper reflecting on your group’s meetings and final project. In your paper, you should address the following questions:

1. Explain how your group went through each of the stages of the Tuckman Model for Group Communication. Provide details about what happened in your group at each stage of the model.
2. Which group tasks did each person take on? How were these group tasks chosen, assigned, or assumed? Was your group able to effectively work together and complete all of the necessary tasks?
3. Who emerged as the leader in the group? Was the leader chosen by the group or identified in some other way? Which leadership style did they use? Did the person(s) fulfilling group leadership roles change over time? If so, how or why was that? Provide examples that support your response.
4. Did you group engage in dialogic communication? Give specific examples of behaviors that suggest that your group was or was not engaging in dialogic communication.
5. How did you feel about the final proposal that your group presented? Did you support the proposal, and were you comfortable with what was shared? How was your perspective incorporated (or not) into the proposal? Do you believe that all group members’ perspectives were considered and that all group members supported the proposal? Why or why not?
6. What grade (out of 100%) would you give each member of your group for their contributions during this project, including yourself? You must assign a different grade to each person in your group; in other words you cannot use the same percentage twice. Explain why you think each person earned the grade that you assigned by providing specific examples and details about how your group worked together.

As always, consult the assignment rubric for further detail to ensure you have met all the requirements.

**Collaborative Annotated Bibliograhy Instructions**

For your Collaborative Annotated Bibliography, your group will search for and evaluate sources to use for your Deliberative Dialogue project. The purpose of this assignment is to gather research, summarize key findings, and evaluate the credibility of each source. The Annotated Bibliography hones your research skills and ability to interpret scholarly research so that you can support the claims you will make in your presentation. The Annotated Bibliography also allows you to share the information from your sources with your entire team more efficiently. Once your team has selected a topic, you will need to collectively conduct research and find a **minimum** of **ten** ***quality* sources**. The sources you select must be credible and must pass the CRAAP test. Your sources should include scholarly journal articles, newspaper and magazines, and books. **Six** of your sources must be made up of journals, newspapers, and or books. While you may use websites or videos, they must be **credible** with an identifiable author, agency, corporation, or organization. Only sources you plan to use in your final speech should be included in your Annotated Bibliography.

For each of these sources, do the following:

1. Write an APA formatted reference citation.
2. Write a one-paragraph summary of the source using your own words. Your summary should describe the key findings well enough that your entire team will know what important information is shared by your source without re-reading the entire source.
3. Write another paragraph evaluating the source using your own words. Explain whether the source meets each of the five criteria in the CRAAP test as well whether supporting materials in the source might be useful for your particular topic. **Bold** the types of supporting materials and CRAAP test criteria.

Type your work and use single spacing and 12-point Times New Roman font. Before submitting, compare your work against the Writing Guide for APA Style in the textbook.

Upload your Collaborative Annotated Bibliography in Blackboard before class on the day that the assignment is due.

**Example:**

Muehlenhard, C. L., Humphreys, T. P., Jozkowski, K. N., & Peterson, Z. D. (2016). The complexities of sexual consent among college students. A conceptual and empirical review. *The Journal of Sex Research, 53*(4-5), 457-487. doi: 10.1080/00224499.2016.1146651

Sexual assault on college campuses has been a controversial topic for some time. Muehlenhard, Humphreys, Jozkowski, and Peterson (2016) wrote an article where they reviewed research on sexual assault policies on US and Canadian college campuses. The authors found that rates of sexual assault vary from 13% to 30%, and women and transgendered students reported the most cases. They also found that sexual assault occurred because of college students’ limited knowledge about sex, gendered sexual expectations, party culture, and the presence of alcohol. Another important issue was the definitions of consent. There are multiple opinions on when and how someone can give consent. A few of those characteristics include: internal willingness, explicit agreement, and behaviours interpreted as willingness. The authors reported that overall men and women reported similar attitudes and beliefs about sexual consent; however, there was much confusion over how to interpret conflicting nonverbal and verbal behaviours.

We will use this source in several ways. First, our team will use **definitions** of consent to show our audience that obtaining consent is a very complicated process. Second, the **statistics** about the rates of sexual assault will be used to show the prevalence of reported cases. Finally, we will include **explanations** of how gaining consent is difficult when someone’s verbal and nonverbal behaviours conflict. This source is credible because it meets the requirements of the CRAAP test. For example, this article has **accuracy** because it is a peer-reviewed, scholarly journal article, and it has **currency** because it was published in 2016.

**Guidelines for Formatting a Formal Business Letter**

|  |
| --- |
| Your street address  Your city, state, zip    Date  Name of person you are writing to  Their title  Their street address  Their city, state, zip  RE: Subject of letter  Dear Title and Name:  Start your first paragraph with a friendly opening and clear statement of the purpose of your letter. Use the following paragraphs to provide more details, argue your case, and provide examples. In your final paragraph, summarize your proposal and suggest a plan of action.  Notice that there are no indentions in this letter format. This is referred to as a formal block style letter and has become the preferred format for business letters. Formal business letters should have 1-inch margins and use 12 point Times New Roman font. If you are using letterhead, you do not need to include your own address at the top of the page. The date should spell out the name of the month and use numbers for the day and year, like this: July 3, 2015.  In the greeting or salutation, you will notice that the name is followed by a colon rather than a comma. After your final paragraph, you will want to include a formal closing (such as Sincerely,) and then leave three blank spaces (hit enter four times) before typing your name. Before you print your letter, proofread it carefully. After printing the letter, sign your name between the closing and your name.  Sincerely,  Your Signature  Your Typed Name  Your Title  Enclosures: list attachments, omit if there are none |

**Persuasive Speech Template Outline**

1. Introduction
   1. Attention Getter
   2. Audience Relevance
   3. Speaker Credibility
   4. Thesis
   5. Preview

Transition to first main point

1. Body
   1. Main Point 1: Problem
      1. Sub point 1
      2. Sub point 2

Transition (summary, signpost, preview)

* 1. Main Point 2: Solution
     1. Sub point 1
     2. Sub point 2

Transition (summary, signpost, preview)

* 1. Main Point 3: Implementation Plan
     1. Sub point
     2. Sub point 2

Transition and signal closing

1. Conclusion
   1. Restate Thesis
   2. Review Main Points
   3. Memorable Closer

**References**(on new page)

**Collaborative Annotated Bibliography Grading Rubric**

This assignment will be uploaded to Blackboard and graded online using the rubric shown below. You must have a variety of sources included in the assignment description. **Five** sources will be chosen at random for evaluation using the following criteria:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
|  | Missing  0 | C  17.5-19.5 | B  20-22 | A  22.5-25 |
| **Source variety** | Less than ten sources are included in the annotated bibliography | At least ten sources are included in the annotated bibliography, but they are all the same type of source | At least ten sources are included in the annotated bibliography, but at least half of the sources are the same type (e.g.: websites) | At least ten high-quality sources from a wide variety of types of sources are included in the annotated bibliography |
| **Source quality** | Sources are inappropriate for this speech and/or are low quality | Sources are of moderate quality; most would be acceptable to use in this speech, but some are of questionable quality | Most sources would be excellent sources to use for the persuasive speech, but some sources are of moderate or low quality | All sources would be excellent sources of information for a persuasive speech on this topic |
| **APA citation** | Either no citations are included or the citations are clearly not in APA format | Citations is included, and there was an attempt at APA formatting, but most citations have mistakes or are formatted incorrectly | Citations are included and written in APA format, but a few citations have one or two minor mistakes OR there are problems with the formatting of the overall references list (e.g. references are not alphabetized) | All citations are written in perfect APA format, and the references list as a whole is formatted correctly |
| **Summary** | No original summary paragraph is included for most sources | Most sources are summarized with a few sentences, but the summaries do not adequately summarize the source | Includes a short paragraph in student’s own words and adequately summarizes every source | Includes a well-written complete paragraph clearly summarizes every source and demonstrates understanding of its meaning |
| **Evaluation** | No evaluation paragraphs are included for most sources | Includes a few sentences that evaluate every source, but most evaluations do not assess both the overall source quality and usefulness of the source for this assignment | Evaluates the quality of all sources and their usefulness and included support materials, but evaluations do not explicitly utilize the CRAAP test | Evaluates the quality of every source using the CRAAP test. All evaluations also clearly identify the types of support materials in a well-written, complete paragraph |
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**Deliberative Dialogue Group Proposal Rubric**

This assignment will be uploaded to Blackboard and graded online using the rubric shown below.

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|  | Missing  0 | C  17.5-19.5 | B  20-22 | A  22.5-25 | \_\_\_/25 |
| **Solution:** (C) Letter proposes a solution to the problem that the group selected, and (B) the solution will directly address the problem, and (A) letter addresses why this is a feasible solution given the constraints of the problem |  |  |  |  |
| **Rationale:** (C) Letter provides a rationale for why this solution was chosen, and (B) provides an explanation of the advantages, disadvantages, and costs of this solution, and (A) explains why this solution is likely to be more effective than other solutions considered |  |  |  |  |
| **Action Plan:** (C) Letter provides steps for implementing the solution, and (B) the implementation plan is feasible and possible, and (A) the action plan comprehensively implements the proposed solution |  |  |  |  |
| **Sources:** (C) Letter refers to at least three sources in the body of the letter, and (B) the sources are high quality, reliable sources, and (A) enough information is provided about the source that another person could find the original source with a couple of minutes of searching |  |  |  |  |
| **Proofreading:** (C) Letter is written in complete sentences and paragraphs, but contains several significant grammar, syntax, or spelling errors, (B) Paragraphs are well-organized and contain only a few minor grammar, syntax, or spelling errors, (A) Letter is free from grammar, syntax, and spelling errors. Letter also reflects careful attention to word choice and language structures |  |  |  |  |
| **Format:** (C) Proposal can be recognized as a formal business letter, though there are several formatting errors (B) Proposal adheres closely with formal business letter format, but has one or two minor formatting errors (A) Proposal is formatted perfectly as a formal business letter |  |  |  |  |
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**Deliberative Dialogue Final Outline Grading Rubric**

This assignment will be uploaded to Blackboard and graded online using the rubric shown below:

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| --- | --- | --- | --- | --- |
|  | | | | |
|  | Missing  0 | C  17.5-19.5 | B  20-22 | A  22.5-25 |
| Level of Detail | Outline includes only key word and phrases | Outline is written in complete sentences, but has far too little detail for the type and length of speech | Outline is written in complete sentences and has almost everything the speaker plans to say in the speech, but is not quite as detailed as a speech of this type and length should be | Outline is written in complete sentences and has adequate detail for a speech of this type and length. Everything that the speaker plans to say in the speech is included in the preparation outline |
| Outline Format | The outline is not formatted using the appropriate symbols, indentions, spacing, and labels | The outline is complete and includes some outline formatting (symbols, indentions, spacing, labels), but is missing some of these components | The outline mostly uses appropriate formatting, including the correct outline symbols, indentions, spacing, and labels | The entire outline uses appropriate formatting, including the correct outline symbols, indentions, spacing, and labels |
| Proofreading | Final preparation outline is unreadable, illogical, made up only of key words, or not turned in | Final preparation outline is written in complete sentences and contains several significant grammar, syntax, or spelling errors | Final preparation outline is written in complete sentences and contains a few minor grammar, syntax, or spelling errors | Final preparation outline is written in complete sentences and contains no grammar, syntax, or spelling errors |
| Source Citations in Outline | No source citations are included in the final preparation outline | Sources are included in the outline, but are not cited the way they should be in an outline | Sources are integrated throughout the outline in the places that they will be cited orally in the speech, but are not written in the correct citation format | Sources are integrated throughout the outline in the places that they will be cited orally in the speech. Source citations in the outline are written in the correct citation format |
| APA Reference List | No references list is included | The references list is included and is consistently formatted, but is not formatted in APA style | The references list is included and adheres closely to APA formatting guidelines, but has some mistakes | The references list is included and adheres to APA formatting guidelines perfectly |
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**Deliberative Dialogue Presentation Instructor Evaluation Form**

Give this form to your instructor before you give your speech

Names:

Topic: Length of Presentation Only: Total Length:

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|  | | | | | |
| **Introduction** | Missing  0 | C  7-7.5 | B  8-8.5 | A  9-10 | \_\_\_/10 |
| **Attention getter** is (C) present, (B) uses a meaningful narrative, quotation, statistic, or question that is related to the topic, and (A) involves the audience or creates information hunger |  |  |  |  |
| **Background and audience relevance** (C) some background information about the topic is provided, (B) the significance of the topic is firmly established, and (A) topic is clearly connected to this specific audience |  |  |  |  |
| **Speaker credibility** (C) speaker provides a connection to the topic, (B) explains why they care about the topic, and (A) explains why they have compelling experience or expertise in this area |  |  |  |  |
| **Thesis** (C) The thesis is clearly stated (B) in a clear, complete, single declarative sentence, and (A) uses carefully chosen language that sets the tone and direction for the speech |  |  |  |  |
| **Preview of main points** (C) tells the audience what main points will be discussed, (B) uses signposts, and (A) uses concise, carefully worded phrasing |  |  |  |  |
|  | | | | | |
| **Body** | Missing  0 | C  28-31.5 | B  32-35.5 | A  36-40 | \_\_\_/40 |
| **Main Point 1: problem** (C) is clearly stated and supports the thesis, (B) is well developed using a variety of support materials and (A) is supported by distinct, clearly worded and supported subpoints |  |  |  |  |
| **Main Point 2: solution & rationale** (C) is clearly stated and supports the thesis, (B) is well developed using a variety of support materials and (A) is supported by distinct, clearly worded and supported subpoints |  |  |  |  |
| **Main Point 3: action plan** (C) is clearly stated and supports the thesis, (B) is well developed using a variety of support materials and (A) is supported by distinct, clearly worded and supported subpoints |  |  |  |  |
| **Transitions** (C) speaker clearly indicates when they are moving to each new main point (B) and has an effective summary, signpost, and preview in **each** transition, and (A) include pauses, gestures, or movement to reinforce the transition |  |  |  |  |
| **Quality of Arguments**: (C) speech has some good arguments, along with a few fallacies, (B) speech uses sound reasoning and argumentation and is free of fallacies, and (A) arguments are well-supported and persuasively constructed |  |  |  |  |
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| **Support Materials** | Missing  0 | C  14-15.5 | B  16-17.5 | A  18-20 | \_\_\_/20 |
| **Support Materials** (C) uses at least **three** different types of support materials (B) that effectively support the speech and enhance understanding and (A) help to establish significance and make the speech memorable  **Types:** examples, statistics, testimony, analogies, metaphors, narrative, illustrations, descriptions, explanations, definitions |  |  |  |  |
| **Source Quality:** (C) cited **five sources** (B) including a variety of types of sources, and (A) all sources were high quality and had strong credibility  **Types:** interview, book, academic journal, newspaper or magazine, website or media source |  |  |  |  |
| **Source Citations:** (C) all sources had some type of oral citation and (B) each citation had the name of the person/organization/publication and date and (A) provided the credentials of the expert who provided the information when possible |  |  |  |  |
|  | | | | | |
| **Conclusion** | Missing  0 | C  7-7.5 | B  8-8.5 | A  9-10 | \_\_\_/10 |
| **Signals conclusion:** (C) transition to the conclusion is indicated (B) using a clear signpost (A) that is reinforced through vocal tone, gestures, movement, and /or a brief pause |  |  |  |  |
| **Restates thesis:** (C) topic of speech is clearly mentioned (B) in a clear, complete declarative thesis statement (A) using carefully chosen language that reinforces the tone of the speech |  |  |  |  |
| **Reviews main points**: (C) tells audience which main points were discussed (B) using clear signposts (A) using concise, carefully worded phrasing |  |  |  |  |
| **Memorable closer**: (C) brings a sense of closure to the end of the speech (B) in a memorable way that has audience impact and (A) ties back to the attention getter |  |  |  |  |
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| **Delivery** (Use initials to evaluate each speaker on each criteria) | Missing  0 | C  14-15.5 | B  16-17.5 | A  18-20 | \_\_\_/20 |
| **Extemporaneous:** (C) read heavily from notecards or manuscript throughout the speech, (B) occasionally read portions of the speech from notecards, (A) students refer to notecards occasionally, but notecard use does not interfere with delivery |  |  |  |  |
| **Vocal Delivery:** (C) speakers can be heard and understood throughout speech, and (B) vocal delivery conveys enthusiasm for the topic and keeps audience attention, and (A) vocal delivery engages audience and commands the attention of the room throughout speech  *Pronunciation, Articulation, Volume, Pitch, Rhythm, Rate, Tone, Vocalized Pauses* |  |  |  |  |
| **Nonverbal Delivery**: (C) Speakers attempt to use gestures, movement, and facial expressions but also has unintentional movements that distract from the speech (B) speech is mostly free of distracting movements (swaying, rocking, repetitive motions, etc.) and uses effective nonverbal delivery, (A) speech uses effective gestures, movement, and facial expressions to enhance the speech, enhance credibility, and maintain audience attention  *Apparel, Posture, Facial Expressions, Gestures, Movement* |  |  |  |  |
| **Eye Contact:** (C) speakers look at audience a few times during the speech, (B) make eye contact with some audience members during significant portions of the speech, (A) make eye contact with all members of the audience throughout the speech |  |  |  |  |
|  | | | | | |
| **Point Deductions** | | | | |  |
| Over time or under time: deduct 1 point for every 10 seconds | | | | |
|  | | | | | |
| **Total Score: \_\_\_/100** | | | | | |
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**Deliberative Dialogue Reflection Paper & Group Assessment Rubric**

This assignment will be uploaded to Blackboard and graded online using the rubric shown below.

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|  | | | | |
|  | Missing  0 | C  35-39.5 | B  40-44.5 | A  45-50 |
| **Tuckman Model:** (C) Paper identifies some of the stages of the Tuckman Model of Group Development, and (B) clearly and accurately identifies when the group went through some of the stages of the Tuckman Model, and (A) provides detailed evidence that shows how the group went through each stage, including details about specific interactions. |  |  |  |  |
| **Group Tasks:** (C) Identifies which group tasks were taken on by each person and provides details of how each individual carried out those tasks, and (B) identifies whether the tasks were chosen, assigned, or assumed, including details of how that process occurred, and (A) evaluates the effectiveness with which those tasks were carried out |  |  |  |  |
| **Leader:** (C) Identifies who was the leader in the group and explains how they were chosen for or emerged into that role, (B) explains which leadership style that individual used, and (A) provides detailed examples that support the argument for who the leader was and which leadership style was used |  |  |  |  |
| **Dialogic Communication:** (C) Explains whether the group used dialogic communication, and (B) identified specific behaviors or interactions that illustrated the use or exclusion of dialogic communication behaviors, and (A) uses key terminology from the textbook to identify specific dialogic behaviors or nondialogic behaviors |  |  |  |  |
| **Feelings about Final Proposal:** (C) Describes the degree to which the writer supported the final proposal and was comfortable with what was shared, (B) describes the degree to which other group members’ perspectives were considered and were supportive of the final proposal, and (A) provides detailed explanations of interactions to support why they do or do not believe to proposal was inclusive of the entire group’s perspectives |  |  |  |  |
| **Group Evaluation:** (C) Gives a unique grade (out of 100%) to each group member for their contributions, (B) explains why each person earned the grade assigned, and (A) provides specific examples and details about how the group worked together to support arguments about grades earned |  |  |  |  |
| **Proofreading:** (C) Paper is written in complete sentences and paragraphs, but contains several significant grammar, syntax, or spelling errors (B) Paragraphs are well-organized and contain only a few minor grammar, syntax, or spelling errors (A) Paper is free from grammar, syntax, and spelling errors. Writing also reflects careful attention to word choice and language structures |  |  |  |  |
|  | | | | |