INFORMATIVE PRESENTATION AND CIVIC EXPO BOOTH
Spring 2015

Background: Our class participates in the Civic Expo. The assignment is designed to enhance effective public deliberation about contentious topics important to our communities. This semester the topic is “community.” The event takes place Friday, March 27, in the Shasta College Cafeteria and Student Center Stage from 9 a.m. to 1 p.m.

Purpose: The purpose of this assignment is to inform the public about “community” issues and policies that affect the quality of life in Shasta County (and/or nearby counties). Our class will be modeling what informed discussion and dialogue looks like.

To do this effectively, there are several parts of the assignment:

1) deliver an in-class Informative Presentation in which you inform your classmates about an important issue that relates to the topic, by finding, using, and citing credible information;
2) develop and present an informational, interactive exhibit at the Civic Expo; and
3) attend the Civic Expo

The goal of your research is to educate the public and provide arguments from DIFFERENT sides of your issue so that attendees of the event can develop an informed opinion. You should NOT try to persuade anyone attending the event which side is best or what stance they should take. Our goal is simply to inform them and engage them in informed dialogue about the topic.

To prepare for this assignment, your group will need to take the following steps:

1. **Choose a specific issue.** Community issues are complex subjects, consisting of numerous and diverse conflicts among those seeking to improve the quality of life for local residents. To make your presentation more manageable, your group will need to narrow your topic to a specific issue. For help in choosing a topic access the Library Research guide for this project at [http://libguides.shastacollege.edu/community](http://libguides.shastacollege.edu/community) You need to get topic approval from your instructor. Topics will be approved and assigned on a first-come, first-served basis.

We will spend some class time brainstorming about possible topics as well as ways to approach your topic. For example, you may choose to examine your topic from the perspective of a specific type of person or group and why they might be invested in these issues (for example, residents, visitors, community organizers, city/state employees, industry or business associations, environmental groups, schools, youth groups, senior citizens’ groups, shelters, etc.). Another option is to pick a very specific aspect of our local community that your group finds particularly interesting (or confusing) and focus solely on that for your presentation and Civic Expo booth (for example, funding and/or taxation, sustainability, water use recommendations/restrictions during a drought, home developments, homelessness, community development, abuse, pollution, recreation, shelters, resources for those in need, etc.)
2. **Research and find credible information.** Each individual group member must find three sources of credible information relevant to your specific issue. Depending on your topic, you may need to find additional research and information – beyond the required minimum of sources – in order to develop a successful presentation. Individuals should read the information they find, and then the group should discuss everyone’s findings in order to understand the issue and the interests, concerns, and/or conflicts relating to it.

3. **Create and organize your in-class Informative Presentation.** Once your group understands your specific issue, you will need to choose which information will be most helpful in explaining it to your audience. Use the following questions to brainstorm as a group about subtopics to cover in the presentation:

- What exactly is the issue or policy you will focus on?
- What are the different perspectives on this issue or policy?
- What needs or interests do these different perspectives seek to protect?
- What is the history behind this issue or policy?
- What laws or judicial decisions affect this issue or policy?
- What is the current status of this issue or policy?
- What proposals are being made to change the current status?
- What are the main arguments in favor of keeping the current status?
- What are the main arguments in favor of changing the current status?
- What are the main arguments against keeping the current status?
- What are the main arguments against changing the current status?

You do not need to discuss all these questions in your presentation. Rather use these questions to help determine your main points and supporting materials. Vary the types of information you include: use clear and sufficient explanations, specific real-life examples, facts, statistics, powerful quotations, etc. **Each group member must cite at least two credible sources orally** as you present, so keep careful track of which source contained what information. Organize the information into clear categories and a logical sequence so that it is easy to follow. Remember to use sufficient but limited content, clear organization, effective visual aids, and effective delivery.

Finally, as part of your in-class presentation, one or more group members will explain the purpose, design, and interactive component of your Civic Expo exhibit.

For the in-class Informative Presentation, the group has 25 - 30 minutes to present your information (determined primarily by group size). **Each group member should speak for approximately 4 – 5 minutes.** Narrow your content down sufficiently to be able to present it within the time guidelines and adapt your content to increase your audience’s understanding and maintain interest. Work together so that group members do not repeat essentially the same information. Individuals who do not meet the time parameters for the assignment will lose points off of their individual grade due to insufficient preparation; if several group members fall significantly under or over the time limit, the group grade will also lose points for insufficient practice. The best way to meet a time limit is to be careful in selecting the information to present, and to run more than one timed practice sessions.
The group must use PowerPoint or Prezi during the in-class presentation. Each individual except the one discussing the Civic Expo exhibit must incorporate at least one slide into their section. You may also use other helpful visual aids. Make sure you follow principles of effective visual aid design and use (Review Chapter 10).

4. **Plan and prepare an interactive exhibit for the Civic Expo.** Each group must design, create, and present an interactive exhibit at the Civic Expo. The purpose of your exhibit is to engage and inform those who attend the Civic Expo. Your exhibit must be displayed on a tri-fold tabletop display board (the kind used at a science fair). The board should display the most important, relevant and interesting information from your presentation in a clear and accessible format. Your group must also plan an interactive activity that will engage Civic Expo attendees in thinking and talking about your issue and/or information.

For your exhibit, your group may choose to focus narrowly on a specific purpose, such as to simplify one complex component of the overall issue or to help attendees develop their own opinion on a point of conflict. Or, your group may choose to take a broader approach designed simply to get the attendees thinking about the issue and why it is important. However, do not simply try to condense your in-class presentation. Pick the points you think are most interesting to briefly explain to others. Make sure you create a dialogue rather than simply giving a presentation.

On the day of the Civic Expo, each member of your group will take turns staffing your booth. During that time, you will talk with those who visit your exhibit, invite them to participate in the interactive activity, and answer their questions. Remember that the goal is to model what informed discussion and dialogue looks like.

5. **Grading.** See the Grading Rubrics for this assignment (both the in-class Informative Presentation rubric AND Civic Expo Booth rubric) for details on how both parts will be graded and for specific evaluation criteria). Part of the grade will be earned as a group, and part will be earned individually. The in-class presentation will be evaluated by the class and the instructor using both oral and written feedback. The presentation is worth 125 points total.

**Attendance at the Civic Expo is mandatory.** Attendance will be monitored; your instructor will explain what you need to do to demonstrate your attendance. **25 points will be deducted from your Civic Expo grade if you do NOT meet the minimum attendance requirements at the Civic Expo determined by your instructor.**

6. **Submit required paperwork on the day of your presentation:**
- One group outline, indicating which student is covering which topic and using complete sentences to provide a clear and sufficiently detailed overview of your intended content. Cite your sources as needed. (See the Sample Outline for Group Presentations on Blackboard Learn.)
- One group annotated bibliography summarizing all sources gathered for the presentation.
- One handout of your PPT slides, with 6 slides per page.
• A rough draft of your exhibit, which includes display layout, information topics, and a detailed plan for the interactive component.
• One Group Grading Rubric and an Individual Grading Rubric for each group member, with the names filled in.
• Staple the outline, bibliography, and PPT handout to the Group Grading Rubric, and sort the Individual Grading Rubrics into speaker order, with the first speaker on top.