United States Government: Research and Reporting Team Assignmen6t

After an assessment of your individual capabilities, I am revising the way you will gather, analyze, document and present news related to the three branches of government.

1. We will now organize as teams. Each team will be assigned to work on a different branch and level of government.
2. A team will work within its assigned area of expertise for one month, reporting out on a news item of importance each Friday, or as otherwise determined (If, for instance, there is no school on Friday, the presentation might be moved to Thursday or the following Monday.
3. The categories of reporting are: National Legislative (Article I); National Executive (Article II); National Judicial (Article III); State Legislative; State Executive; State Judiciary; County/Local.
4. Initial Assignments: Article I – Tm Washington; Article II – Tm Taft; Article III – Tm Lincoln; Ohio Legislature – Tm JFK; Ohio Executive – Tm Abbott. Teams will rotate through all assigned categories.
5. **When to submit and what:**

* on Wednesday, a complete summary and analysis of the news article, which may be taken from the *Wall Street Journal* (no older than the previous week to-date), the *Advertiser-Tribune* (no older than the previous week to-date), or any PRINT source (A print source may have an online version and still be a print source), but you must provide me a copy of the article.
* The header of your presentation, which must be typed in a sans-serif font (Arial, Calibri, etc.) in 11- or 12-pitch font, must include the team name (Line 1), the names of all participants starting with the team leader (Line 2), the course title (Line 3), and the date (Line 4) in the upper left-hand corner. The name of the team member who typed the summary and analysis must be underlined.
* The title must include the original article title in quotation marks, a colon, and a second part that captures the central idea, problem or question of the article. Example: “’President Pardons Murderer’: Justice Served or Justice denied?”
* The first line of the summary must consist only of an MLA-compliant citation of the source.
* The summary must answer the questions who, what, when, where, how and why without being simply a regurgitation of the original author’s text.
* The analysis section must include an explanation of why your team thinks the story is important, what its impact is on the nation, state or locality, and how it impacts the branch of government on which it is your team’s job to report.
* The analysis must include at least one direct or indirect quote from each member of the team. Example: “Autumn thought that the incident reflected poorly on the office of the presidency, but Taylor said, ‘I think that it is just typical politics, and all presidents say things like that – it doesn’t really matter, because Americans don’t remember that sort of comment for long, anyway.’”

1. **Presenting:** No presenter may present twice in a row, so that each member of the team has a go at practicing and demonstrating their presentation skills. ALL members of the team must be prepared to present, in case the person slated to present is absent. If a team fails to present, the team’s score will be 0 with no opportunity to make up the grade. Presentations will be timed to five minutes, with penalties being assessed for short or long presentations. The presenter must go to the front of the room, but all members of the team may go up for moral support. The presenter must solicit questions from the audience; if no one asks anything, I will. Hint: “Plant” questions in advance (a political trick).
2. Grading: Each team will earn two grades: one for their submission, and one for their presentation. The two grades will be combined in the grade book. Everyone on the team will earn the same grade, whether they were present on presentation day, or not. I will use the rubrics that follows on the next page to assess the submission and presentation:

Oral Presentation Rubric: Team \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 4 | 3 | 2 | 1 |
| Eye Contact | Always has eye contact with audience. | Most of the time has eye contact with the audience. | Sometimes has eye contact with the audience. | Does not have eye contact with the audience. |
| Enthusiasm | Very enthusiastic about the topic during the presentation. | Most of the time enthusiastic about the topic during the presentation. | Sometimes enthusiastic  about the topic during the presentation. | Does not appear enthusiastic about the topic during the presentation. |
| Preparedness and Organization | Very prepared and organized during the presentation. | Most of the time prepared and organized during the presentation. | Somewhat prepared and organized for the presentation. | Does not appear to have prepared for the presentation. |
| Speaks  Clearly | Speaks very clearly. Very easy for the audience to understand. | Most of the time  speaks clearly. Easy for the audience to understand. | Sometimes speaks clearly. Sometimes easy for the audience to understand. | Does not speak clearly. Difficult for the audience to understand. |
| Knowledge of  Content/Recycling | Knowledge of topic is very clear. Student shows full understanding of content during presentation. | Knowledge of topic is clear most of the time during the presentation. | Knowledge of topic is sometimes evident during the presentation. | Knowledge of topic in not clear. Student does not show understanding during presentation. |
| Time: 5 Minutes | + / - 0 to 30 seconds | + / - 31 – 59 seconds | +/- 1 minute | +/- more than a minute |
| Column Total |  |  |  |  |
| Score Total |  |  |  |  |

Summary and Analysis Rubric: Team \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date submitted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | 5 | 4 | 3 | 2 | 1 | 0 |
| Formatting in compliance with paragraph 5 of instructions | No formatting errors | One formatting error | Two formatting errors | x | x | Three or more formatting errors |
| Source citation is MLA compliant | No errors | One error | X | x | x | Two or more errors |
| Summary addresses 5W | Thorough coverage without being a plagiarism | Original work, but missing one important detail | Original work, but missing two important details | Original work, but missing three important details | x | Work is near-verbatim rather than summary, or missing more than three important details |
| Analysis | In-depth, skilled, sophisticated; demonstrates thorough understanding of the issue and professional concern for the issues. | Solidly reasoned, carefully reported analysis that contributes to the audience’s understanding of the issues. | Good analysis, but does not show more than a minimally acceptable level of understanding of the issues. | Weak analysis; the authoring team obviously tried to do a good job, but couldn’t quite dig out and / or communicate the critical issues | Poor analysis; the team doesn’t seem to have put much thought or effort into understanding or communicating the issues. | Unacceptable; this is not analysis. |
| Team Participation | Direct or indirect quotes from all members show great seriousness of discussion and reflection over the issues. | Direct or indirect quotes from all members show some sincere seriousness of discussion and reflection over the issues. | Direct or indirect quotes from all members show that the team met to discuss the article, but there is not much depth. | Missing direct or indirect quotes from one team member or the quotes do not seriously reflect careful consideration. | Missing direct or indirect quotes from two team members or the quotes do not seriously reflect careful consideration. | Direct or indirect quotes not included, or do not meet a higher level of seriousness. |
| Impact | Summary & Analysis clearly shows the nature and depth of impact of the article on the branch and level of government, as well as on the affected community. | Summary & Analysis generally shows the nature and depth of impact of the article on the branch and level of government, as well as on the affected community. | Summary & Analysis clearly shows the nature or depth of impact of the article on the branch and level of government, as well as on the affected community. | Summary & Analysis generally shows the nature or depth of impact of the article on the branch and level of government, as well as on the affected community. | Summary & Analysis weakly shows the nature and depth of impact of the article on the branch and level of government, as well as on the affected community. | Summary & Analysis weakly shows the nature or depth of impact of the article on the branch and level of government, as well as on the affected community. |
| Column Totals |  |  |  |  |  |  |
| Score Total | X | X | X | X | X |  |

COMMENTS: