There are three main components to your group grade—the project, the ground rules, and peer evaluations of other group members. These group points are in addition to two other participation actions related to the group project, which are the peer evaluations of you by your group members and your engagement with communities. And you will get individual points for a critique on the 11/13 draft created by each of the other two groups. The following information should explain the goals and expectations of each component.

The big picture


**WEEK 6 Peer evaluations:** Individual evaluation of group-member collaboration—10/28
- Your evaluation: other group member’s contributions + group’s collaboration [5 pts]
- Other group members’ evaluation: your contribution + collaboration [0 pts]


**WEEK 8 Peer evaluations:** Individual evaluation of group-member collaboration—11/13
- Your evaluation: other group member’s contributions + group’s collaboration [5 pts]
- Other group members’ evaluation: your contribution + collaboration [0 pts]

**WEEK 9 Critique:** Research of other groups—11/18 [20 pts]

**WEEK 10 Research Project/Paper:** Final draft with Abstract, Research Questions, Method, 2–4 Findings, and Bibliography/sources—11/20 [40 pts]

**WEEK 10 Peer evaluations:** Individual evaluation of group-member collaboration—11/20
- Your evaluation: other group member’s contributions + group’s collaboration [5 pts]
- Other group members’ evaluation: your contribution + collaboration [20 pts]

**WEEK 11 Presentation:** Practicing + saying it out loud—12/2 & 12/4
- Part of overall presentation points (Group) and overall presentation (Participation)

**FINALS WEEK Presentation:** Creative, collaborative, and concise presentation of research to our media; engaging with communities—12/10
- Presentation [25 pts]
- Engaging with communities [10 pts]
Research paper


• 2 pts: What are the key theorists you will draw from? (What are the 4–5 from our class readings that are the most relevant? Why are you drawing from these theorists? What are 2–3 others you might add to these? These are sources you might not have read, but will read and probably include in the next draft. Where will you get those sources? You should use theorists from peer-reviewed journals or books used in class primarily.)

• 2 pts: What are the key blog/newspaper/radio issues you need to consider? (What are the 2–3 most important issues to consider for the Seattle alternative and independent media you are studying, within the context of that medium generally? Where will you go—citations, sources, theorists, industry information—to inform us of those issues?)

• 1 pt: What questions will you ask? (What are the 2–3 we decide on as a class, as well as variations that you may need to include that are specific to your medium?)

• 2 pts: How will you try to answer these questions? (Where will you look for evidence? Will you use interviews? Who will you ask? Will you read/listen/observe content? What content will you observe? Will you conduct surveys? What questions will you ask? Will you contact audiences? Who will you contact and how? Most importantly: How will you know the answers when you see them? What makes these ways of answering the best methods for your questions?)

• 2 pts: What is the main argument your group will likely make? (Model this after the theorists you have read in the course. This should be stated with the word “thesis” or “our argument” in the sentence.)

• 1 pt: What sources are you using for your research? (Cite these using the Chicago Manual Style. This is the style most closely related to Associated Press Style, which is what print journalists use and is also what is used for books; information about how to use this style is available online via UW libraries. Your sources should be included at the end of your materials under a header that says “References Cited.”)


• 5 pts: Literature and Context… What are the key theorists you draw from? What are the key blog/newspaper/radio issues you need to consider?

• 5 pts: Research Questions and Method… What questions are you asking? How are you trying to answer them?

• 5 pts: Thesis… What is the main argument your group is making?

• 5 pts: Findings… What are the 2–4 key findings you have from the method you used? (If these are incomplete at this point, indicate what you have found thus far and what still needs to be completed. If this is the case, you should summarize what you anticipate for these still-to-be-completed findings.)

• 5 pts: Sources and Style… What sources are you using for your research? Is the paper grammatically and stylistically correct? Do the transitions work well? Do you have an introduction and conclusion? Do section headers make sense? Is it easy to follow?

• Extra Credit (2 pts): Presentation… What is the best way to present this information in 15 minutes? How would you go about it? How could you divide the work? Who will you invite (need 3 media practitioners and 3 university community members to attend)?
WEEK 10 Research Project/Paper: Final draft with Abstract, Research Questions, Method, 2–4 Findings, and Bibliography/sources; 12–15 double-spaced pages (+ appendices)—11/20 [40 pts]

- 5 pts: Literature and Context... What are the key theorists you drew from? What are the key medium issues you needed to consider? What are the key points you are making by bringing together the literature? What are the key points you are making by bringing together the context?
- 5 pts: Research Questions and Method... What questions are you asking? How are you trying to answer them?
- 5 pts: Thesis... What is the main argument your group is making?
- 10 pts: Findings... What are the 2–4 key findings you have from the methods used?
- 5 pts: Conclusion... What can your group conclude from your research? How does this relate to what you learned from reading the research done by the other groups? What are the limitations of your research? (What could you not say because your method would not allow for you to say more?) What do you suggest as 2–3 important and valuable future questions, including ways that researchers might answer those questions?
- 5 pts: Sources and Style... What sources are you using for your research? Is the paper grammatically and stylistically correct? Do the transitions work well? Do you have an introduction and conclusion? Do section headers make sense? Is it easy to follow?
- 5 pts: Presentation... What is the best way to present this information in 15 minutes? How will your group go about it? How will you divide the work? What will it look like? Who have you invited (need three media practitioners and three university community members to attend)? Who has said yes?

Research presentation

WEEK 11: Practicing + saying it out loud—12/2 & 12/4 / FINALS WEEK: Presentation—12/10

- Presentation [25 pts]
  - You will present your group’s research to your classmates on week 11. Each group will have 15 minutes to present formally. This formal presentation should evidence careful and thoughtful preparation. Your presentation should be creative, collaborative, and concise. You have lots of freedom in how you present the information. This reflects the many ways alternative media are produced, presented, and engaged. You may de-emphasize some parts of your project/paper in order to emphasize the most engaging, new, informative, and/or compelling parts. As a class, you will make connections among the blog/newspaper/radio groups and integrate those connections into the finals week public presentation to practitioners and university community.
  - Engaging with communities [10 pts]
    - Your group is responsible for getting 3 media practitioners + 3 university community members to attend the 12/10, finals-week presentation(s)
    - You should ask one the three invited media practitioners whom you met this quarter who is willing to come to class to hear your presentation to comment on what s/he thinks of your ideas. The response will come after all three groups present and should be about 5 minutes long. The remaining time will be used for general discussion of the ideas presented by both you and your guest.
Peer evaluations

WEEK 6 Peer evaluations (Individual & Participation): Individual evaluation of group-member collaboration—10/28
- Your evaluation: other group member’s contributions + group’s collaboration [5 pts]
- Other group members’ evaluation: your contribution + collaboration [0 pts]

WEEK 8 Peer evaluations (Individual & Participation): Individual evaluation of group-member collaboration—11/13
- Your evaluation: other group member’s contributions + group’s collaboration [5 pts]
- Other group members’ evaluation: your contribution + collaboration [0 pts]

WEEK 10 Peer evaluations (Individual & Participation): Individual evaluation of group-member collaboration—11/20
- Your evaluation: other group member’s contributions + group’s collaboration [5 pts]
- Other group members’ evaluation: your contribution + collaboration; the evaluations for each person will be averaged [20 pts]

Critique

WEEK 9 Critique: Research of other groups—11/18 [20 pts (10 pts each)]
- After we meet for the 10/28 class, we will post the research projects/papers online
- Download the two papers from the other groups. Read and review them using the same criteria provided in the assignment description
- Write two 1-page, single-spaced analysis of each paper
- Since you are writing two critiques—one for each of the other groups—you should indicate the name of the group at the top of the page
- Use the same style guidelines described for papers 1 and 2
- Briefly summarize the main arguments the group is making.
- Briefly answer each of these questions (using bulleted or numbered points is OK): What are the group’s research questions? What are the group’s methods? What are the group’s findings?
- How well does the group make and support its argument? What is the strongest part of the group’s argument and why? What is the weakest part of the group’s argument and why? Include comments on sources and style in your answer.
- Suggest one reading that the group did not use that you feel would help the group address their questions?
- Suggest one idea that the group did not suggest that you feel would help their presentation—either for the written paper or the in-class presentation?
- Your critique should be thoughtful, constructive, critical, and articulate
Peer Evaluations: Due 10/28, 11/13, and 11/20

YOUR NAME: ____________________________________________ DATE: ________________

YOUR GROUP (circle): BLOGS / NEWSP / RADIO

INSTRUCTIONS: Write in the names of each of your group members. Then add a score in the five boxes to the right of each name (including yourself). Indicate one of the following scores: “very high” (VH); “high” (H); “medium” (M); “low” (L); and “very low” (VL) by circling one of the corresponding letters. Then, add a few words in the boxes below those scores explaining each evaluation. Not every group will have 8 members.

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<th>Meeting group expectations for meetings &amp; attendance</th>
<th>Meeting group expectations for communication</th>
<th>Contributing tasks &amp; skills toward group goals</th>
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