

ESL 23: American Culture Through Television

Instructor: Anjana Gigi Radhakrishnan

Project	Mid-Term Panel Presentation
Theme	Black/Brown Experiences in the United States

Project Overview:

If you learn to thoughtfully develop and articulate your ideas and opinions, you'll find navigating any number of environments, including professional and academic ones, can become easier. This project is a professional opportunity to develop practical communication skills in American English; collaborate with your peers in a professional / academic setting; and receive feedback from your peers and instructor.

We will accomplish these goals by engaging with course material that centers one of the most powerful organizing principles of our world: race. Utilizing the contemporary television media landscape as an accessible entry point, we will focus on the ways race is experienced, engaged with, and mediated by black and brown people in contemporary U.S. contexts.

Project Structure:

This project is made up of four mini-projects, each worth an equal percentage of your mid-term grade since each step is equally important to the process of creating a successful, productive, audience-oriented panel presentation.

Mini-Project	Percentage
Small Group Brainstorming	25%
Individual Research	25%
Small Group Workshop	25%
Mid-term Panel Presentation	25%

Each mini-project focuses on developing a different aspect of professional and academic work processes:

1. Small Group Brainstorming: Class #4, 8/14/19

We will devote the last half hour of Class #4 to a Small Group Brainstorming session. Students will break up into groups of 4. Each student will draw a role – small-group discussion leader, organizer, analyst, and whole-class discussion representative.

For 20 minutes, small groups will brainstorm and discuss major topics they've encountered, engaged with, and are curious about during the first two weeks of the course. Each topic

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should be broad enough that they can be explored in a 5-minute, well-researched opening statement and discussed by you and your peers for 5 minutes during Mid-term Panel Presentation Day.

From the list that your small group generates, you should select 4 topics to be the sub-themes of your panel. These 4 final sub-themes should be tied together by an overarching theme. You should create a title that communicates your panel's overarching theme/sub-themes.

- Example: If your 4 themes are diaspora, transnationalism, friendship, and community, your overarching theme could be “The Effects of Migration on Social Relationships in the US”.

Each member will then select a sub-theme that they will research and present on during Mid-Term Panel Presentation Day. During the last 10 minutes of class, the whole-class discussion representative will present a summary of their group's discussion and share their group's panel title, theme, and sub-themes. Students will have an opportunity to pose questions about the project/panel title/theme/sub-themes to the class and share recommended materials or research topics.

2. Individual Research: Homework, 8/15/19 – 8/18/19

Using the Guided Individual Research Worksheet that will be passed out after the brainstorming session, students will research their selected sub-theme individually. This process should include finding and analyzing materials related to and connect to the sub-theme (ex: news articles, podcasts, videos, other tv shows, films, books, visual art, music, etc.), forming your own opinion, outlining your 5-minute opening statement, and identifying/preparing for potential audience questions during the panel Q&A. You will need to turn in your completed Guided Individual Research Worksheet to me at the beginning of Class #5, 8/19/19.

3. Small Group Workshop: Class #5, 8/19/19

We will devote the first half of Class #5 to a Small Group Workshop session. During this time, group members will present their draft outline for their individual 5-minute opening statement to the small group, discuss any questions that came up during their Individual Research, provide feedback to one another, and begin making revisions. Each student will work on a short 4-5 sentence introduction/bio to open their panel.

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4. Mid-Term Panel Presentations: Class #6, 8/21/19

During Class #6, each group will present as panels. The instructor will act as the moderator.

Each student will first introduce themselves and their sub-theme with a short 4 - 5 sentence bio. Each student will then deliver a 5-minute opening statement that shares their perspective/opinion on their sub-theme, draw references to materials viewed in class, and introduce the class to **one (1) new material** (another television show, film, short, YouTube series, book, poem, song, academic study, news report, etc.). The panel will then be open to questions from the audience for 5 – 7 minutes. After each panel presents, audience members will fill out a Panel Evaluation Form.

Notes & Exceptions

As discussed during our syllabus review on the first day of class, if for any reason, you are unable to attend any class session, please send me an email with a brief explanation of your absence and a list of times during the week (M – F) that you are available for a 30-minute, one-on-one meeting with me to review missed class material and project participation.

If any concerns pop up as you begin working with your group members, please reach out to me to discuss.

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Mid-Term Panel Presentation Cover Sheet

Your mid-term grade will be determined by the quality of your participation and engagement with the 4 mini-projects. The overarching language objective of this project is to improve your individual ability to effectively and professionally communicate in English.

Each mini-project develops a different, equally important part in the process of creating, organizing, and running a productive, audience-oriented panel presentation. Each mini-project will require you to engage in different types of communication (listening, speaking, reading, writing, presenting in a public forum, etc.) as well as different registers (informal, logistical, professional, etc.).

Mini-Project	Points
Small Group Brainstorming	___ / 25 points
Individual Research	___ / 25 points
Small Group Workshop	___ / 25 points
Mid-term Panel Presentation	___ / 25 points
Mid-term Grade	___ / 100 points

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Small Group Brainstorming Mini-Project Rubric

Task	Points
Meeting peer expectations of you as _____ (Role)	___ / 5 points
Participating in small group brainstorming	___ / 15 points
Finalizing panel title, overarching theme, and 4 sub-themes	___ / 5 points
Small Group Brainstorming Grade	___ / 25 points

What do I mean by...

Meeting peer expectations of you in your Role?

At the end of your Small Group Brainstorming session, you will complete a Peer Evaluation assessing the extent to which your peers fulfilled their particular role's responsibilities on a scale from 1 (did not fulfill role responsibilities) – 5 (fulfilled role responsibilities) :

- Small-group discussion leader – You are responsible for guiding the brainstorming session and making sure your group completes the mini-project objectives (finalizing a panel title, overarching theme, and 4 sub-themes) before class ends. If there is difficulty reaching consensus, you are responsible for identifying and proposing potential compromises.
- Organizer – You are responsible for outlining and organizing group decisions / individual team members' responsibilities on a document that can be easily accessed by all members of your group (GDoc, email chain with a Word attachment, etc.).
- Analyst – You are responsible for synthesizing your group's discussion and writing down a 4 – 5 sentence summary. You will submit this summary to me at the end of your brainstorming session.
- Whole-class discussion representative – You are responsible for representing your group during the whole-class discussion. You will share your group's discussion and answer any questions from classmates.

Your points for this task will be the mean score of your Peer Evaluations.

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Participating in small group brainstorming?

During the Small Group Brainstorming session, I check in with each group, ask questions, and assess each student's active, earnest, and collaborative participation with the mini-project as well as their communication skills.

- Are you able to communicate your ideas in a way your peers can understand?
- Are you able to work as a group to share information and make decisions?
- Are you able to fulfill your role's responsibilities?
- Are you able to explain, defend, or modify your group's decisions during the whole-class discussion?

Finalizing panel title, overarching theme, and 4 sub-themes?

During the whole-class discussion portion of this mini-project, each group's whole-class discussion representative will present their group's panel title, overarching theme, and 4 sub-themes. The whole-class discussion representative must also be prepared to respond to questions from the audience.