

Digital Storytelling Group Project

Public Speaking

Megan Pope: Texas A&M-San Antonio

I. LOC:

LOC #4: Create messages appropriate to the audience, purpose, and context

- Adapt messages to the diverse needs of individuals, groups and contexts
- Present messages in multiple communication modalities and contexts
- Critically analyze messages
- Identify meanings embedded in messages
- Engage in active listening

LOC #6: Demonstrate the ability to accomplish communicative goals (self-efficacy)

- Perform verbal and nonverbal communication behaviors that illustrate self-efficacy
- Evaluate personal communication strengths and weaknesses

LOC #9: Influence public discourse

- Identify the challenges facing communities and the role of communication in resolving those challenges

II. Length of Assignment:

This assignment takes place over 4 weeks of a semester or quarter. In a summer session, it can be done in 1-2 weeks.

III. Materials Needed: Students need access to the Internet, a computer, a Google Drive account, and a free account with an account to either <https://storybird.com/> or <https://bookcreator.com/>.

IV. Rationale: [Forbes](#) published an article summarizing a survey, conducted by PayScale, which looked at how college graduates are doing in the workforce. The results of the survey showed that managers (who hired new graduates), said that these employees are often missing vital skills when they graduate from college. Here are some of the results of this study:

...managers said new graduates were most lacking in writing proficiency. In fact, 44% of managers surveyed said as much...According to PayScale's survey, 60% of managers claim the new graduates they see taking jobs within their organizations do not have the critical thinking and problem solving skills they feel are necessary for the job. Additionally, 56% of managers said recent graduates do not pay attention to detail and

46% said the young workers would do well to hone their communication skills. Some 44% of managers reported a lack of leadership qualities and 36% reported lower-than-needed interpersonal and teamwork skills (Strauss, 2016).

The purpose of this assignment is to help you continue to develop many of these skills that may be missing upon graduation. This assignment will help you to polish and build on your critical thinking, problem solving, communication, leadership, interpersonal, and teamwork (group) skills, as well as refine your attention to detail.

V. Instructions: In order to help you build these aforementioned skills, you will be working in groups, writing a children's story.

Stories (or narratives) are universal communication tools, and a powerful way to protest, teach, inform, persuade, explore, and inspire curiosity.

You will be put into groups of 3-4 people. Together, you will work towards creating a short children's story, which addresses a communication issue you see occurring in relationships, communities, schools, or global society.

You and your group will be making a story, directed at children in one of these grades:

- First Grade:
 - Click [here](#) for info on first grader's reading level.
- Second Grade
 - Click [here](#) for info on second grader's reading level.

Here are some sample books, you may want to look at for inspiration.

- Me I Am by Jack Prelutsky
- Whoever You Are by Mem Fox
- The Other Side by Jacqueline Woodson
- Each Kindness by Jacqueline Woodson
- Separate is Never Equal by Duncan Tonatiuh
- Freedom on the Menu by Carole Weatherford
- Feast for Ten by Cathryn Falwell

You will be using the free software, Storybird.com, to write your children's story. You will be creating a "Picture Book." Avoid making a "Poem" or "Longform" book in Storybird.com. Or you may use BookCreator.com. BookCreator has more freedom in choosing images, but Storybird's design is more elegant.

The children's story needs to be 25 pages of content. No need for in-text citations in the children's story. Have a 26th page, as a title page, with everyone's names on it and the title of the book.

Each story needs to teach children a lesson associated with the communication problem/issue.

Resources

Here is a summary of the [Seven Basic Plots](#) (please feel free to use one of these in your book).

Your story also needs these five elements: characters, setting, plot, conflict, and resolution.

Here is an age appropriate video about the five elements of stories:

<http://bit.ly/2hbHqHH>

Please proofread the story, and make sure it has flow.

Rationale

Your group will also be writing a rationale. This is a document that provides evidence to the reader that the communication problem/issue is worthy of teaching children about. Please write a 1-2 page rationale (12 pt. font Times New Roman double-spaced, 1 inch margins) with a cover page [which includes all your names, the name of your children's story, the URL of your children's story using <https://bitly.com/> URL shortener, & your section number (ex. 001)]. One per group is fine. Please have the rationale include:

- A description of the communication problem/issue
- Evidence this communication problem/issue occurs (with a source)
- Evidence this problem/issue impacts children (with a source)
- Evidence of the negative effects of the problem/issue on children (with a source)
- An explanation of why this communication problem/issue is important to teach children about
- A minimum of three sources (include in-text citations & a references page) providing evidence this problem/ issue exists (APA Format)

Think of the rationale and the story as persuasive in nature. You are communicating the importance of this communication issue in the rationale, describing the problem, and in the story, offering a solution/lesson. While the story is written for your target audience, the rationale is written for an academia audience.

Teamwork

Please refer to your textbook and lectures regarding how to work effectively in groups. Practice brainstorming, excellent listening and conflict management skills. Avoid group think. As part of this assignment, your group will need to meet twice (either remotely or face-to-face). An agenda must be created for each meeting, and turned in along with the weekly progress report (which the leader must turn in at the end of each week). In your first meeting, elect a leader, and before the meeting someone needs to write an agenda. Also in the first meeting, pick duties for everyone & set deadlines. The rationale and digital story are due at the end of week 3. An assessment is due at the end of Week 4. A progress report (with the week's agenda) is

due from the leader, at the end of Weeks 1 & 2. It is encouraged the group use Google Docs to collaborate, as well as either Google Hangouts, Facebook groups, texting, Zoom meetings, Wrike project management software, or any other collaborative/communication software. Working in groups means you each will need to consider the audience you are communicating with, and will need to adapt to each other and the different audiences of the rationale and children's story.

VI. Rubric or Scoring Guide:

	Assignment	Due Date	Responsible Party	%
Progress Report 1 (Process)	Includes Agenda for Week 1 Meeting, duties assigned, any conflict resolved, leader's name, stage of group development achieved.	Due End of Week 1	Leader turns in one per group (entire group gets same grade)	10%
Progress Report 2 (Process)	Includes Agenda for Week 1 Meeting, duties assigned, any conflict resolved, stage of group development achieved.	Due End of Week 2	Leader turns in one per group (entire group gets same grade)	10%
Rationale (Product)	1-2 pages, double spaced, 3 in-text citations, 3 references on bibliography page.	Due End of Week 3	Leader turns in one per group (entire group gets same grade)	30%
Digital Children's Story (Product)	URL, 25 pages, plus title page (26 total), each with text & words.	Due End of Week 3	Leader turns in one per group (entire group gets same grade)	30%

	Story has plot, resolution, characters, conflict, and setting.			
Optional: Presentation of Rationale & Digital Children's Story (Product)	See rubric at bottom	Due End of Week 3		Optional
Solo Assessment: Group, Peer, & Self (Process)	Including listening and responding to peers' messages.	Due End of Week 4	Each group members turns in their own assessment individually.	20%

VII. Notes:

The instructor can make this assignment either a presentation, or just have the groups turn in the rationale and story. If they make it a presentation, please use the rubric below.

Feel free to use or adapt these resources:

- Presentation Rubric
 - <https://docs.google.com/document/d/17-EADwAwDGAHPznlu2ZewfB6ZOD8VeYvFO0E5XdinGw/edit?usp=sharing>
- Team Progress Report Sample To Adapt:
 - <http://tll.mit.edu/sites/default/files/guidelines/TLL-Team-Progress-Report.doc>
- Group & Self-Assessment Form (Combined):
 - <http://tll.mit.edu/sites/default/files/guidelines/TLL-Assessing-the-Teamwork-Experience.doc>
- Peer-Assessment Form:
 - <https://www.cmu.edu/teaching/design/teach/instructionalstrategies/groupprojects/tools/PeerEvaluations/PeerEval-GroupWork-formsample1.docx>
 - <https://www.cmu.edu/teaching/design/teach/instructionalstrategies/groupprojects/tools/PeerEvaluations/PeerEval-GroupWork-formsample2.docx>
- Self-Assessment Form:
 - <https://www.cmu.edu/teaching/design/teach/instructionalstrategies/groupprojects/tools/SelfEvaluations/SelfEval-Form.docx>
 - <https://docs.google.com/document/d/1mrogtrmJh8uBa6e0Z0v8iecAuk5yPkt-cwn6h5W-E0A/edit?usp=sharing>

- Group Process Assessment:
 - <https://www.cmu.edu/teaching/design/teach/instructionalstrategies/groupprojects/tools/GroupEvaluations/GroupProcess-EvaluationForm.docx>

VIII. References:

Strauss, K. (2016, May 17). These are the skills bosses say new colleges grads do not have.

Forbes. Retrieved from <http://www.forbes.com/sites/karstenstrauss/2016/05/17/these-are-the-skills-bosses-say-new-college-grads-do-not-have/#760613e4596e>