Activity #2

a) Activity title and short description
Global Women’s Issue Panel Discussion - Students will be placed in learning teams and each team will be assigned a region (Asia, Africa, Europe, Latin America, and Middle East.) Each person in the learning team will choose a country. The team will be responsible to give an overview of the geography and range of cultures within their region.

b) Purpose of activity
This activity will highlight women’s issues around the world.

c) Time needed for activity
Students will need class time to work with groups and time outside of class to research. Two weeks should give students plenty of time to complete work.
Group presentation length: 10-12 minutes
Individual Q & A: 2-3 minutes

d) Materials for activity
Students need computers and access to the internet in order to complete this activity. They will also need some sort of presentation software (Prezi, PowerPoint, etc.) in order to make and present charts, graphs, and/or photographs during the presentation.

e) Procedure
Students will be assigned into 5 groups, one for each region (Asia, Africa, Europe, Latin America, and the Middle East).
1. Each student in the will choose a country from their region.
2. Student will do research on her/his country of choice.
3. Student will compile access to economic resources, education, reproductive health, women’s rights, and government representation information on women in their countries of choice.
4. Students will prepare charts/graphs and pictures showing how women in their countries compare to one another in the categories listed in step 3. The teams will work closely together so that their graphs/charts are consistently formatted. Information should reflect a variety of women from each country.
5. Groups will present their region and countries of choice within the region as it pertains to the status of women in the categories outlined above. Groups will facilitate a panel discussion with the class after the presentation.
f) Assessment of activity
The instructor will use the attached grading rubric to assess the assignment. Percentages may be adjusted. Rubric may used for the entire group or individually.

Resources:

http://www.eastwestcenter.org/fileadmin/stored/misc/FuturePop05Women.pdf
https://en.wikipedia.org/wiki/Women_in_Asia
http://www.allgirlsallowed.org/womens-rights-china-statistics
http://asiasociety.org/womens-role-contemporary-korea
http://www.humanrightsprimary.org/category/womens-rights/
http://veil.unc.edu/
http://afripod.aodl.org/?s=gender
http://kwekudee-tripdownmemorylane.blogspot.com/search?q=gender
http://www.nclive.org/?q=loginpage&rsr=321
**COM 231 Speech Rubric**

Speaker: ______________________  Evaluator: __________ Date: ________ Grade: _____

<table>
<thead>
<tr>
<th>SLO &amp; Gen Ed Notes</th>
<th>Category</th>
<th>Grade</th>
<th>Exemplary 9-10 (90-100%) SLO 4 points</th>
<th>EVALUATOR’S SCORE &amp; COMMENTS</th>
<th>Good 7-8 3 pt.</th>
<th>Adequate 5-6 2 pt</th>
<th>Weak 5 &amp; under 1 pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1</td>
<td>Preparation</td>
<td>1. Paperwork complete 2. Practiced enough 3. Totally familiar with topic 4. Logical organization</td>
<td>Good 7-8 3 pt. Adequate 5-6 2 pt Weak 5 &amp; under 1 pt</td>
<td>Meets 3 of 4 or equiv Meets 2 of 4 or equiv Meets 1 of 4 or equiv</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>1. Reviews main points 2. Brings closure 3. Memorable 4. STRONG last sentence</td>
<td>Good 7-8 3 pt. Adequate 5-6 2 pt Weak 5 &amp; under 1 pt</td>
<td>3 of 4 2 of 4 1 of 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SLO 2**

Demonstrate ability to PRESENT well organized speeches (average of next 5 categories)

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade</th>
<th>Exemplary 9-10 (90-100%) SLO 4 points</th>
<th>EVALUATOR’S SCORE &amp; COMMENTS</th>
<th>Good 7-8 3 pt.</th>
<th>Adequate 5-6 2 pt</th>
<th>Weak 5 &amp; under 1 pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye Contact</td>
<td>1. Eye contact with all audience all the time 2. BRIEF notes 3. Sincere &amp; appropriate 4. Facial expressions appropriate</td>
<td>Good 7-8 3 pt. Adequate 5-6 2 pt Weak 5 &amp; under 1 pt</td>
<td>3 of 4 2 of 4 1 of 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>1. Language &amp; pronunciation effective &amp; appropriate 2. No repetition (um, uh, and, words, etc.) 3. Highly descriptive words 4. Conversational</td>
<td>Good 7-8 3 pt. Adequate 5-6 2 pt Weak 5 &amp; under 1 pt</td>
<td>3 of 4 2 of 4 1 of 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Aids (&amp; Audio)</td>
<td>1. LARGE &amp; clear enough 2. Effective 3. Introduce at appropriate time 4. Shows time spent</td>
<td>Good 7-8 3 pt. Adequate 5-6 2 pt Weak 5 &amp; under 1 pt</td>
<td>3 of 4 2 of 4 1 of 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>On time  Within allotted time</td>
<td>Good 7-8 3 pt. Adequate 5-6 2 pt Weak 5 &amp; under 1 pt</td>
<td>Within 10% of allotted time Within 15% of allotted time Beyond 15% over or under time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>