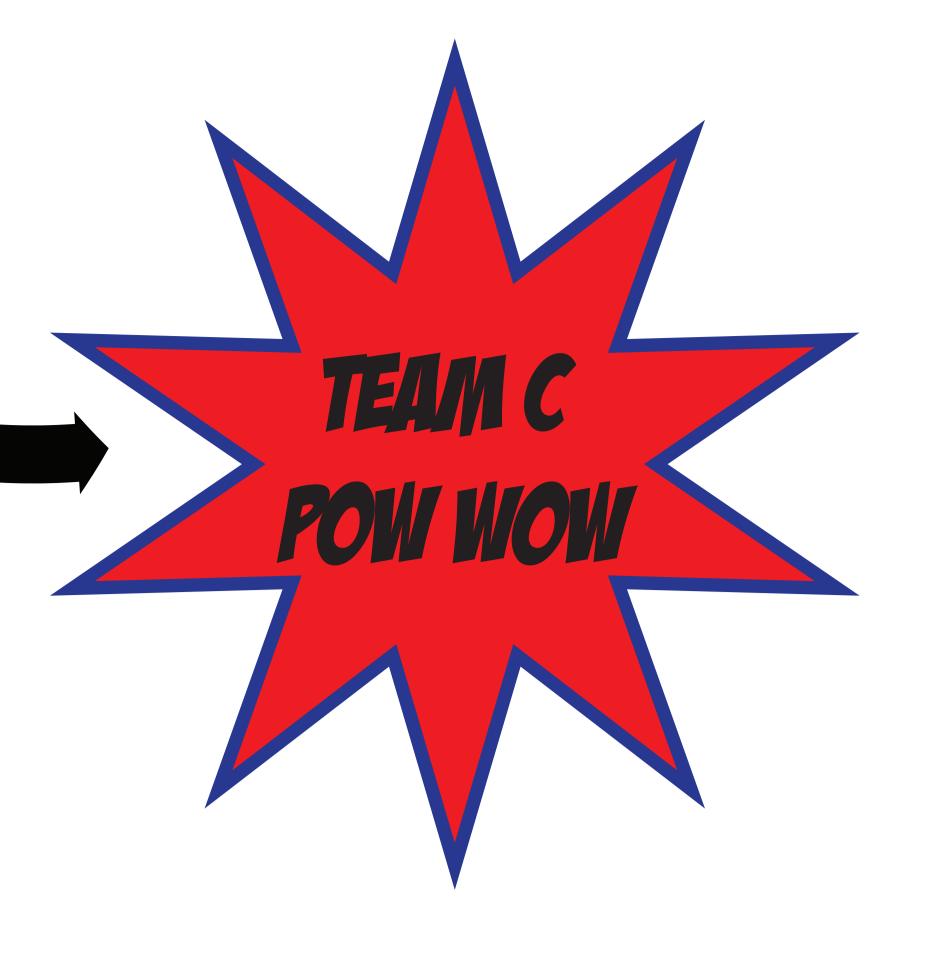
# INTRO TO RHETORIC: SEMESTER MAP

INTRO TO RHETORIC

IN CLASS

BRAINSTORMING

PROCESS OF GETTING After we were assigned our teams and completed our first project as a team, our next step was to brainstorm. During this brainstorming session, we deeply considered which issues in science policy compelled us the most. Our semester long task would be to "craft an intervention" for the issue. Here are some of the beginnings of the brainstorming process, as shown by the chaos of my notebook. Interestingly enough, concussions did not appear once on my initial



During this meeting, my team and I discussed a multitude of different issues within science policy that we found interesting, and would want to dedicate a semester to doing a project on it. Of all the ideas that we circulated, the three policy issues that prevailed were:

Rape kits Autism/special needs awareness Concussions

Isabella took the lead with the rape kits issue. Her

pull towards the issue dated back to a friend of hers in high school who had been raped, completed a rape kit, and was later informed that her rape kit had not been tested. This led to knowledge of the rape kit backlog problem that has been rampant in the United States.

Kevin's pull was for special needs/autism awareness. He has two very low-functioning autistic cousins, whom he has seen mistreated time and time again, whether it was within the school system or uneducated stares from uneducated people in public.

As far as concussions go, Melissa might as well be an expert on the subject. She completed her thesis at Princeton on concussions, and has played soccer for pretty much her entire life.

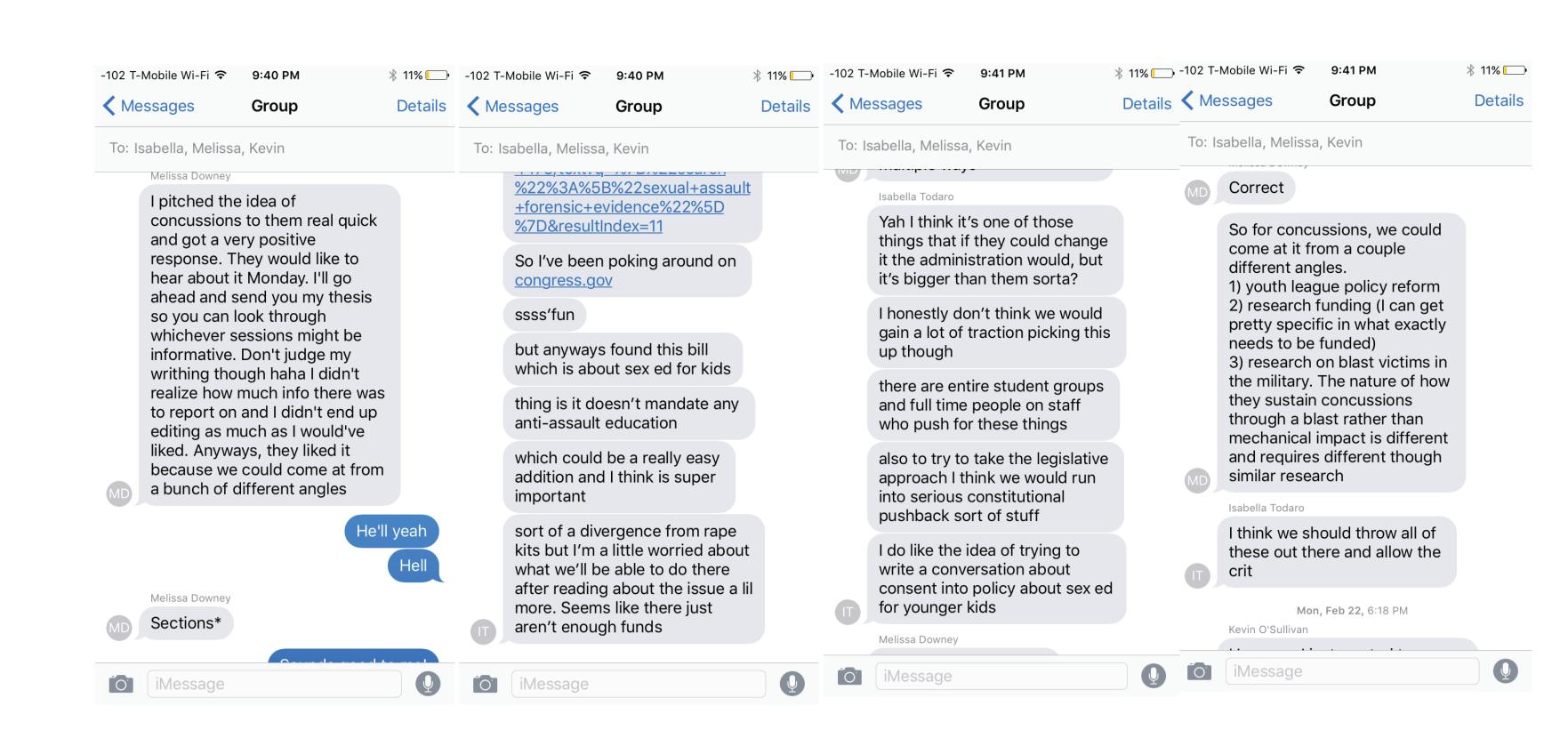
Then there was me. Looking back on my brainstorming list, none of these topics necessarily resonated with me. Sure I had written autism/special needs I awareness as an idea, but I didn't know anyone with special needs so the the topics, just by listening to each of my topic didn't really hit home for me. Same with rape kits. I team members convey their reasonings on had watched enough Law and Order SVU to know their why they wanted to move forward with importance, but I hadn't had a friend who had suffered a certain topic. a traumatic experience and needed a rape kit tested. And while I had known plenty of people who had gotten concussions, none of them had even seemed that bad.

Definitely not bad enough for me to do an entire science policy project on it anyway. But instead of speaking up, I decided to stay silent and listen.

#### "IN ORDER TO PERSUADE, ONE MUST BE OPEN TO PERSUASION,"

is a quote I wrote down in my notebook when we discussed "Silence and Listening as Rhetoric." Even though I didn't feel particularly compelled by any of the topics, I did not think that just adding another idea or topic into our "big squiggle" was necessarily beneficial. In this instance, I wanted to be persuaded by my teammates, as opposed to persuading them to do something that I wanted to do. I knew that I would ultimately be the deciding factor among the four of us. I found myself fully engaging in each of

Attached are a series of text messages that show a glimpse of my team member's persuasion antics.



It's always interesting looking back on exactly how one came to a decision. Though at this point I had not yet decided, analyzing the rhetoric techniques and missteps at this point makes it clear why I made the decision that I made. Melissa makes very valid points as to why we should go forward with concussions: positive feedback from professors, her extensive knowledge of and passion for the subject, and the number of different angles we could enter the project from. Isabella had some qualms about using rape kits as a topic, and in turn started to talk about doing something with sex-ed in schools. However, she did not provide the confidence in her switch that Melissa did in her original topic. And Kevin did not do any petitioning via text message for autism/special needs awareness. This was all a lead up to our internal crit on February



Our turning point came during the office hours right before spring break. Prior, we had thought about maybe pairing GERMS (Georgetown Emergency Response Medical Service) with a school in the area:



This was the point that started

needed to gear our intervention

Checklist was born. We wanted

experience, to be able to quickly

coaches with no prior medical

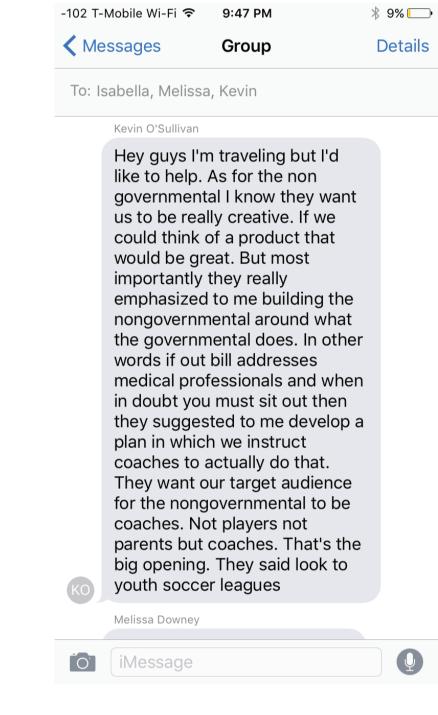
towards coaches. So the idea

to lead us to where we

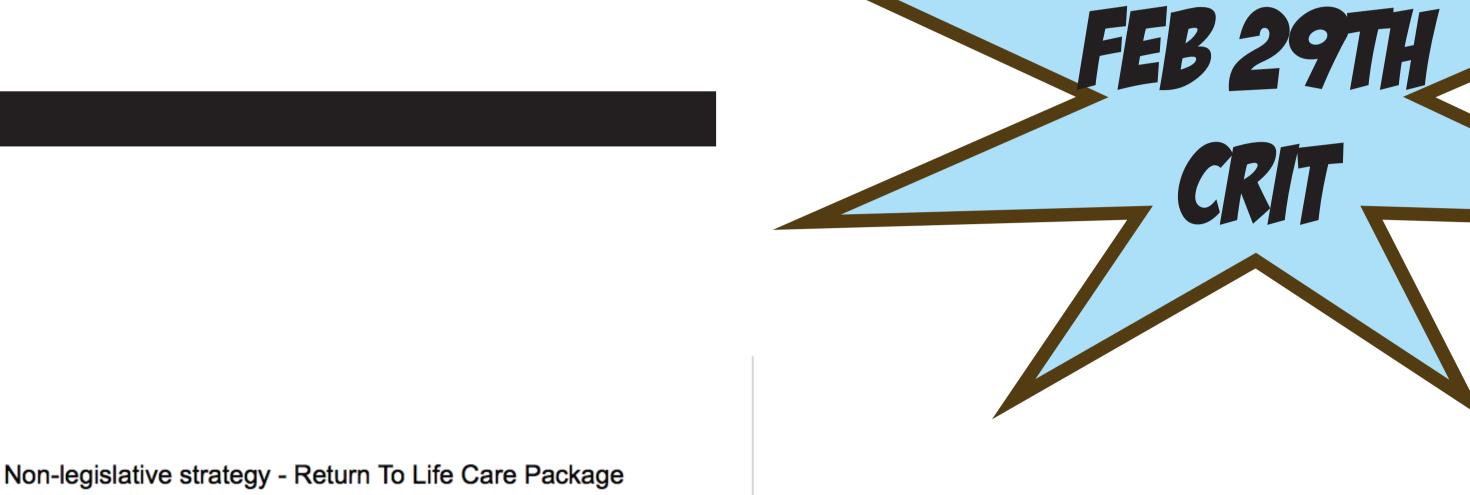
ultimately ended up. We

of the Sideline Concussion

However, we didn't really do much deeper thinking when we were entertaining that idea. What kind of liability would be involved having GERMS assess children? Was this feasible in anyway? Would GERMS even agree to this? And then office hours happened.



tell if a kid may have a concussion. We didn't want them assessing the players, but we needed to make them accountable for knowing when to sit a player out, in order to prevent any repeated injuries to the head.



Noise canceling headphones (budget? grants? how do we afford?)

Concussion note for teachers, suggestions for teachers to ease students back

o http://www.nationwidechildrens.org/concussions-in-the-classroom

return to a normal level of participation. Although doing your best to keep

the priority for this student is a smooth recovery. Your help and

Information on return to play/exercise, including video based on Zack Lystedt

story that details the dangers of returning to any contact activity too soon.

This is our original non-government "prototype"

if you will. We talked about things we could include

received at that crit, is that we needed to do something

that better related to our bill. Something that somehow

in a "return to life" kit. However, the feedback we

combined research with protocol. So back to the

drawing board we went.

Okay, well I'm glad to hear you're meeting with Arjun -- and I hope to hear about some movement after that. I'm happy to meet to help you along, too

http://www.nfl.com/videos/nfl-videos/0ap2000000150767/The-Zack-Lysted

and successful recovery of your student.

Thank you very much.

them updated on where the class is in the syllabus, please recognize that

understanding in the management of coursework is crucial to the smooth

(health care professional)

\_ (parent/legal guardian)

may not be able to attend as much

Return-to-play sheet (see below)

Helpful simple logic games/brain exercises

"Do-not-disturb" door handle sign:

guideline for teachers

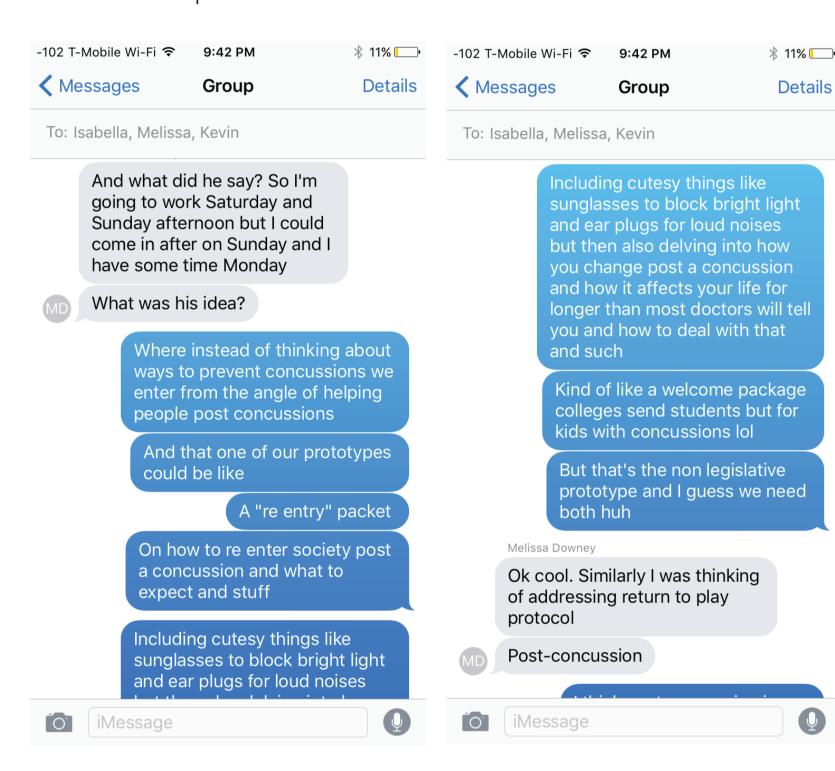
o "Dear Professor \_\_\_\_\_

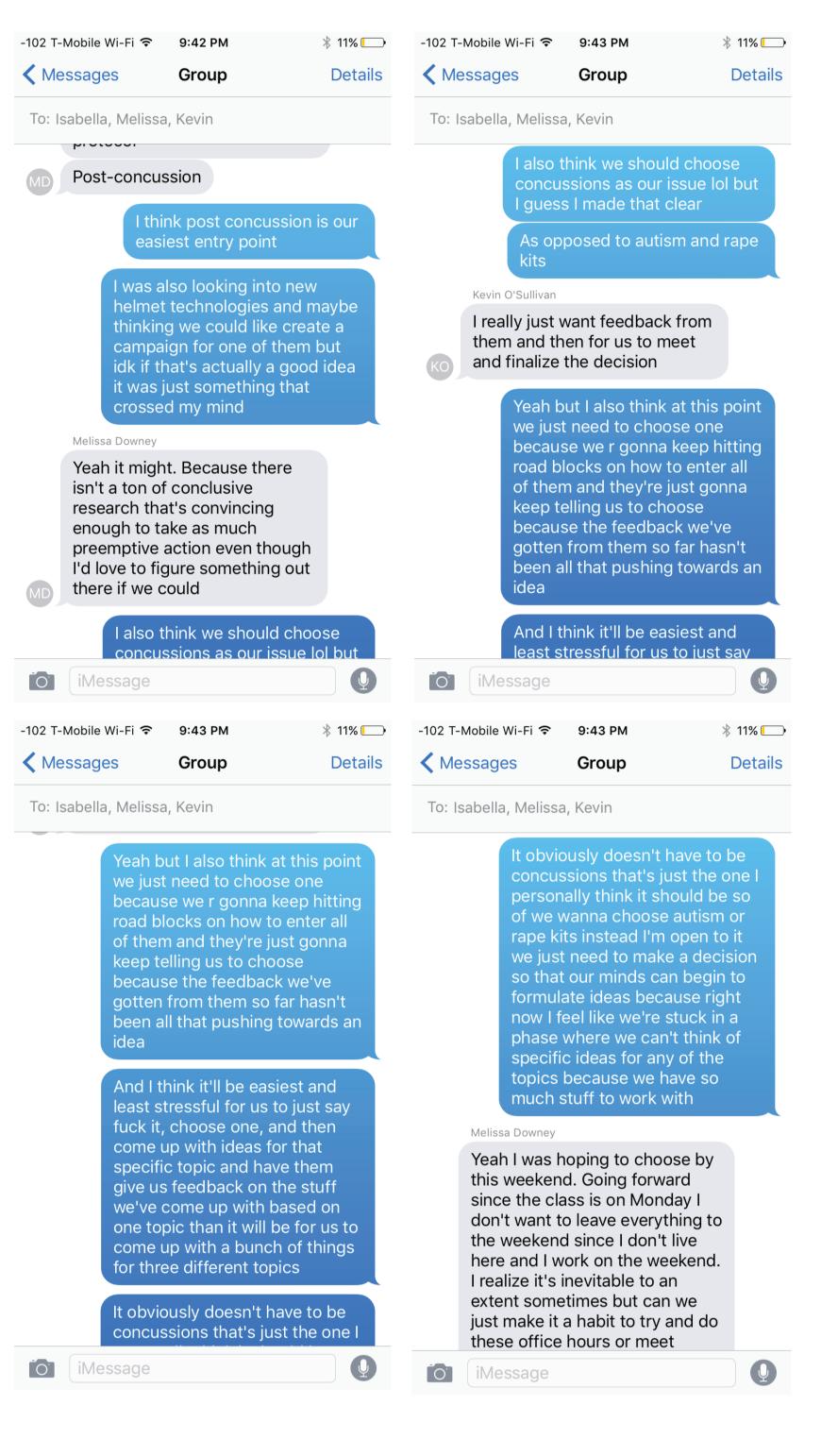
CD of classical music

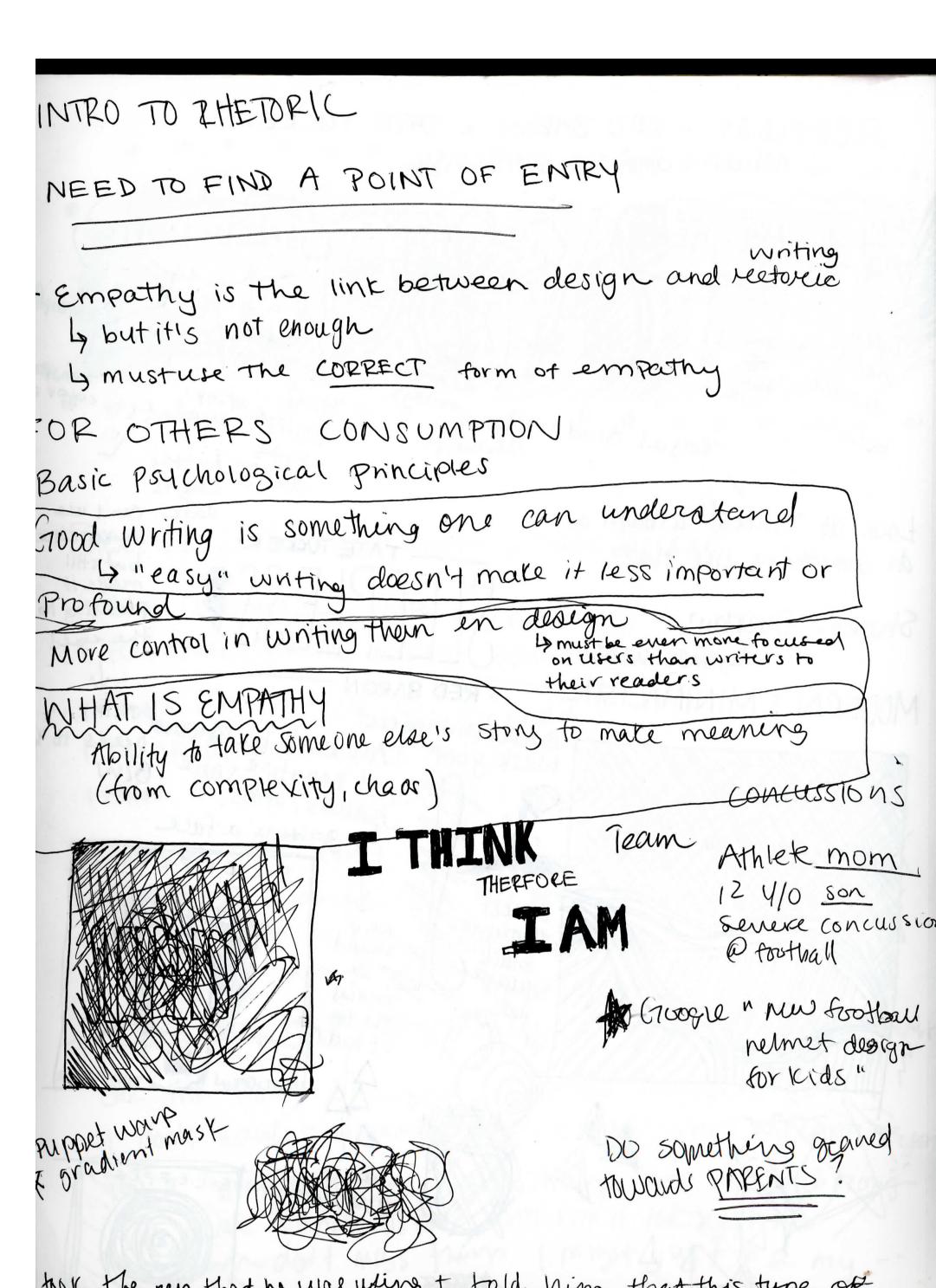
For our juried crit in February 29th, we presented concussions as our issue. For our governmental option, we proposed a federal version of the Zackery Lystedt Law, which references return to play protocol, and led us to our one liner:

#### "WHEN IN DOUBT, SIT THEM OUT!" At the time, our non-governmental approach was

influenced by an idea Matt gave us during class the week prior.



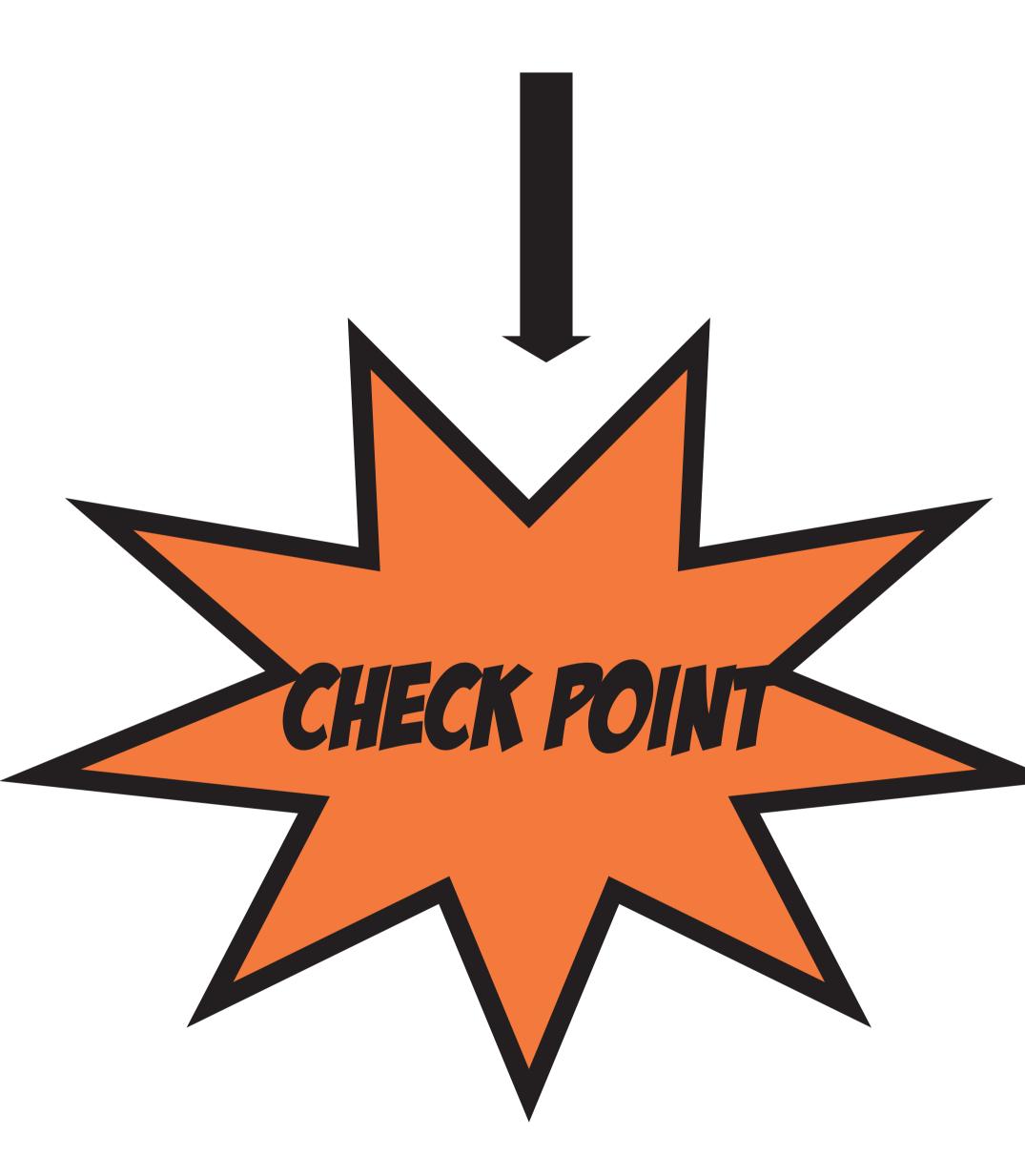




At the point of this crit, we still had not definitively chosen a topic. We presented all three to the panel. They told us that while all of our ideas were good, we had to start focusing in on one of them. And to that I thought, "duh." Considering we had another crit, this time juried, on February 29th, we had about a week to make a decision.

I distinctly remember the turning point in which we finally decided that concussions was going to be the issue that we wanted to work on. In class the following week, Matt had went around each group and talked to them about where they were at. This was the same day that we had talked about empathy and design. There was an exercise we partook in, which involved severe concussion putting ourselves in the shoes of the people we were

> for whatever reason, I put myself into the shoes of a parent with a seriously concussed child. And that was when I knew that I was going to tell my group that concussions was the issue we should focus on. It was no longer time for me to be silent and listen, but instead speak up and send us in the right direction.

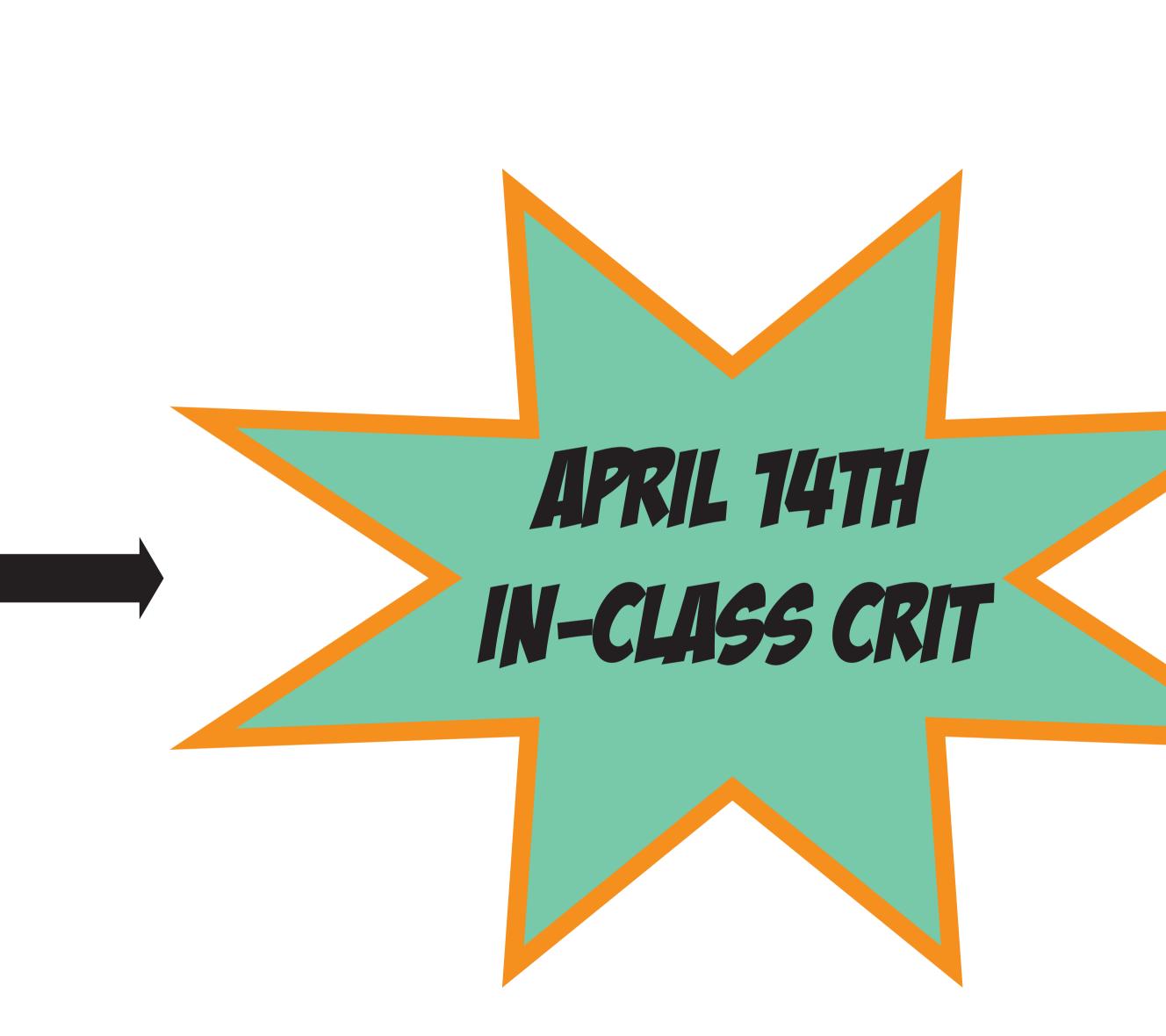


Matthew Pavesich < Matthew. Pavesich@georgetown.edu 'm hearing that your team's non-gov option hasn't begun to emerge yet. While I'm aware we had spring break and now Easter, and that throws things off a bit, I'm a little concerned nonetheless. Can you fill me in on where you are with your gov and non-gov plans? georgetown university // washington d Check out <a href="DC/Adapters">DC/Adapters</a>, my research project on local material rhetori 🤼 Rebecca Anthony <rsa44@georgetown.edu Sorry for not getting back to you sooner- I go off the grid during breaks, but I'm back! So our government plans are progressing rather nicely, but we haven't been able to meet with Arjun about our non governmental plan, so that is where we are falling flat. We have a meeting with him tomorrow so that should get the ball rolling, and to Matthew, me 🔻 Hello Professor Pavesich, I am sorry for not responding sooner, but I did want to echo what Rebecca said. Yes, you are right, Spring Break and Easter certainly have impacted us, but we have tried to meet with Arjun multiple times, but nothing has developed yet, and, when we are there, we have not think one issue that we've had is that the other class has assignments that we are not aware of till late in the game, like the one-pager, so we allocate our time to work on those things, rather than developing our ideas holistically. However, like Rebecca said, we are all meeting tomorrow, and our ideas are in a good spot. The next I hope this helps and I hope there are no worries going forward. We are looking forward to making a real impact and creating true value I send my best and see you soon Matthew Pavesich < Matthew. Pavesich@georgetown.edu

Ok, so we had a lul period. In between our last office hours and this email, we had all gotten caught up in our outside lives, and had dropped the ball a little bit. No biggie though. We did have to bullshit Matt, if only a little bit.

#### "SINCE BULLSHIT NEED NOT BE FALSE, IT DIFFERS FROM LIES IN ITS MISREPRESENTATIONAL INTENT," - FRANKFURT (130)

Sure we hadn't been able to meet with Ariun about our non-governmental approach, but how hard had we actually tried? Yeah we had 'thought' about what we wanted to do, Matt was right. Nothing had really emerged. But we couldn't let him know that straight out. Mar 29 h And if nothing else, this email definitely lit the fire under our asses.



Pocket CONCUSSION RECOGNITION TOOL™

To help identify concussion in children, youth and adults "What venue are we at today?" FIFA° 🙎 🥯 🐔 禾 EI Who scored last in this game?" What team did you play last week I game . Visible clues of suspected concussion Lying motionless on ground/Slow to get up Unsteady on feet / Balance problems or falling over/Incoordination Grabbing/Clutching of head Dazed, blank or vacant look Confused/Not aware of plays or events 2. Signs and symptoms of suspected concussion - Weakness or tingling/burning in arms or legs (danger, response, airway, breathing, circulation) should be followed Do not remove helmet (if present) unless trained to do so. Feeling like "in a fog" Neck Pain Nervous or anxious "Don't feel right" - Sensitivity to noise Difficulty remembering © 2013 Concussion in Sport Group





## SIDELINE CONCUSSION CHECKLIST

☐ Mood/behavior change Nervousness/anxiousness ☐ "Don't feel right"

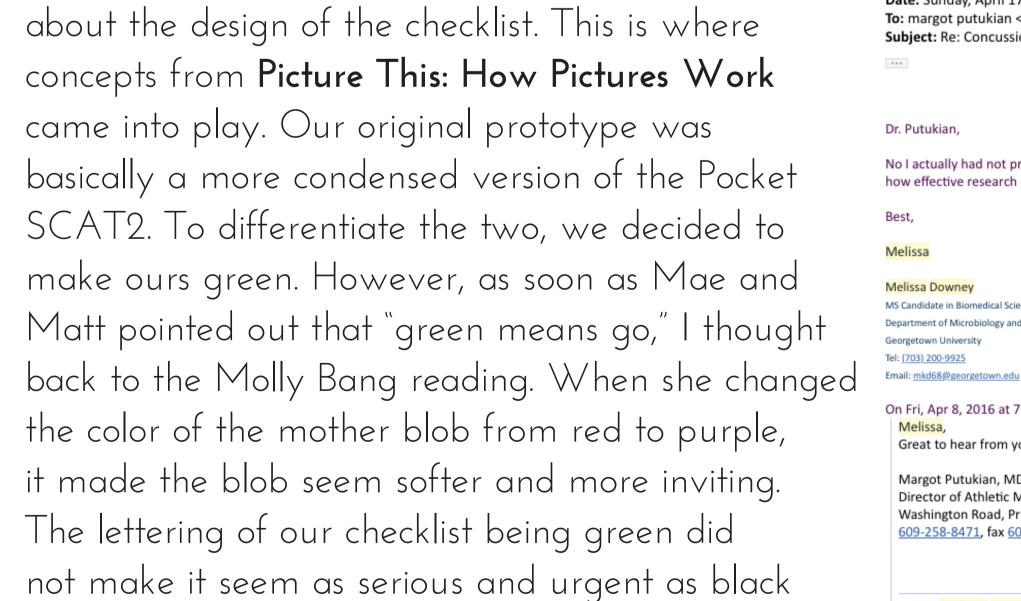
□ □ Neck pain ☐ Blurry/double vision □ Balance problems ☐ Sensitivity to light ☐ Sensitivity to noise □ □ Drowsiness If one or more of these signs or symptoms are preser

the athlete MUST be removed from play, and cleare by a medical professional before returning. (Coach's Signature)

WHEN IN DOUBT, SIT THEM OUT

Come May 2nd, we presented our second to last iteration of our checklist. We were told to add a date section, and to add a yes/no section. I unfortunately do not have a picture of this version to post in this section of the map. However, on the left is what our finalized checklist looks like. Ironically, the printed version is on green paper, because that was the only waterproof paper left.

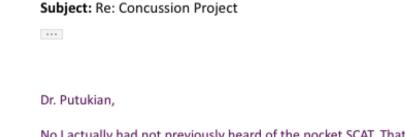
We had a meeting with the US Youth Soccer League following our crit, and they responded very well to our idea. All in all I think we worked well together as a group and got some cool things done. And if I ever need to make a tear-off pad ever again, now I know how. If we had more time and expertise, we would have added a weather proof cover, to make it more sturdy.



During this crit, we had a very crucial discussion

We then met with Arjun after this crit, and helped us step away from the project for a minute. We were instructed to not look at any of the previous SCATS, and to decide what we absolutely thought we needed on the checklist, and just to make it from scratch.

text would have.



From: Melissa Downey < mkd68@georgetown.edu>

To: margot putukian < putukian@exchange.princeton.ed

Date: Sunday, April 17, 2016 at 4:30 PM

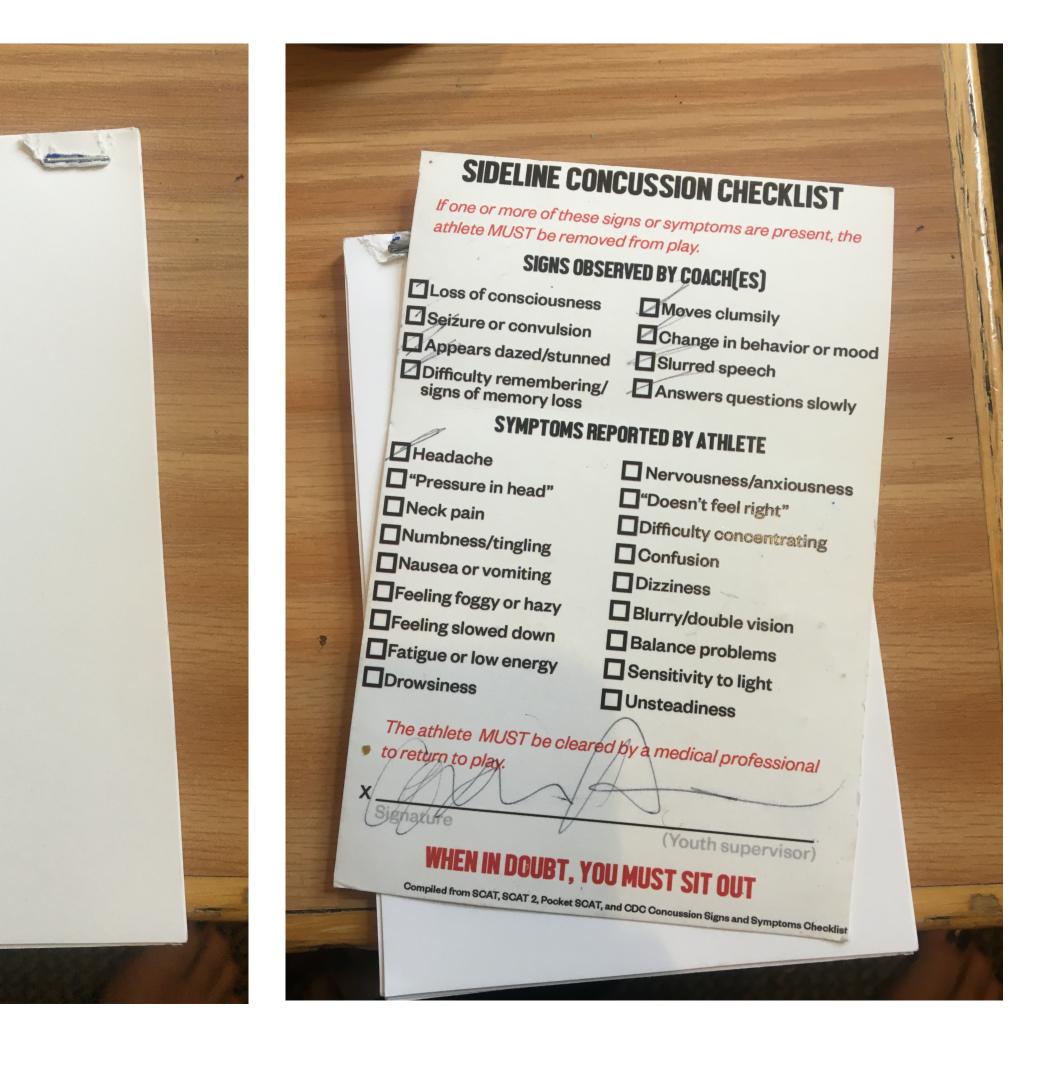
how effective research has shown them to be, particularly in health care. You may have heard of Dr. Atul Gawande and his book, The Checklist Manifesto, detailing how they have made a difference in critical situations. I have attached our prototype so you can see what we are thinking.

On Fri, Apr 8, 2016 at 7:32 PM, Margot Putukian putukian@princeton.edu> wrote: Great to hear from you. Are you familiar with the pocket SCAT? It was developed but the concussion in sport group for laypersons (coach, parent) as guide (versus the SCAT 3 which is for healthcare providers)

#### From: Melissa Downey < mkd68@georgetown.edu> Date: Friday, April 8, 2016 at 5:43 PM Fo: margot putukian < putukian@exchange.princeton.edu</p>

I was wondering if we could send you drafts of this and get your thoughts on what might be effective and important to include on a shorter checklist

Thank you and all the best,



The left hand picture was our very first physical prototype. We chose the size 4x6 because we felt that it was small enough to fit in a back pocket or a big side pocket of a pair of sweatpants. though we should have consulted a few coaches and asked them what size would have been perfect for their pockets. Norman made a great point about needing to understand the audience,

### "THEY NEED TO UNDERSTAND THE NEEDS AND ABILITIES OF THEIR AUDIENCE, AND THEY MUST CONSIDER JUST HOW THE PRODUCT WILL BE USED," - NORMAN (8-9)

We knew coaches needed something simple and o the point, so we decided on black main text,

and red text for things we deemed important. The right hand picture was our very first printed prototype. During some of our research on concussion checklists, we noticed that some lists had split their sections into "signs observed by coach(es)" and "symptoms reported by athlete." We used waterproof paper, but did not realize there was a thinner kind, so our first version was incredibly clumsy and thick, even though there were only 30 or so sheets padded together. The feedback we got on this prototype, was to get rid of the sections, combine the separated red text, and to use the thinner water proof paper.