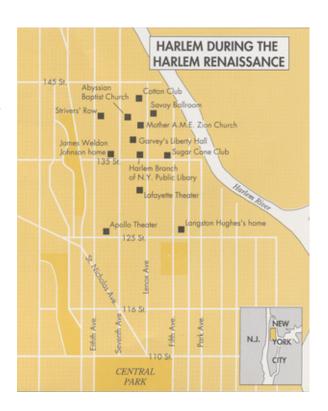**English 1102   Project 2: Harlem Renaissance Digital Resources   Spring 2014**
Group Research Presentations

8 Mon. 2/24	Project 2: In Class Group Presentations: Groups 1 and 2.
Wed. 2/26	Project 2: In Class Group Presentations: Groups 3 and 4.
Fri. 2/28	Project 2: In Class Group Presentations: Groups 5 and 6.
9 Mon. 3/3	Project 2: In Class Group Presentations: Groups 7 and 8.

In the same groups as project 1, students will give 20-minute presentations addressing the design of their digital resources and what they can teach us about the Harlem Renaissance. As part of a presentation, the class can also test out aspects of a group's digital resource or contribute to it. During each presentation, group members must use their research (materials included in and found while developing the resource) to shed new light on quotations from at least one text we have read. Groups can organize their presentation content using a tool such as Power Point or Prezi.

http://www.jcu.edu/harlem/harlem_map.htm

Each presentation must also include an activity that teaches the class about an aspect of the group's research. Sample activities include question and answer sessions, games, social media activities, contributions to resources, or quizzes.

By the date of your presentation, one member of your group must upload a list of works cited to T-Square that records the sources that your group as a whole read and consulted, including websites and the sources of images online. This list must

demonstrate correct use of MLA style for works cited pages and entries. Students are not required to, but can also include a link to their group's Prezi in their list of works cited and can upload Power Point slides to T-Square. The presentation will receive a group grade and should demonstrate effective collaboration, clarity, balance, and engagement of the audience. Have fun and plan a session that you would enjoy.

In preparation for your presentation, you should review the segments in WOVEN*Text* addressing working in groups and presentations, including chapter 5, sections 77, 80, and 81.

As you prepare for your presentations, you can (but are not required to) reserve a rehearsal room in Clough Commons. You can record the rehearsal and email it to your group to review. To reserve rehearsal rooms, go to https://www.gtevents.gatech.edu/VirtualEms/

Assessment Rubric

Project 2 is worth 25% of your course grade.

Scale	1: Basic	2: Beginning	3: Developing	4: Competent	5: Mature	6: Exemplary
Rhetorical Awareness response to the situation/assignment, considering elements such as purpose, audience, register, and context	Ignores two or more aspects of the situation and thus does not fulfill the task	Ignores at least one aspect of the situation and thus compromises effectiveness	Attempts to respond to all aspects of the situation, but the attempt is insufficient or inappropriate	Addresses the situation in a complete but perfunctory or predictable way	Addresses the situation completely, with unexpected insight	Addresses the situation in a complete, sophisticated manner that could advance professional discourse on the topic
Substance and Support argument, evidence, and analysis	Involves an unspecified or confusing argument; lacks appropriate evidence	Makes an overly general argument; has weak or contradictory evidence	Lacks a unified argument; lacks significance ("so what?"); lacks sufficient analysis	Offers a unified, significant, and common position with predictable evidence	Offers a unified, distinct position with compelling evidence and analysis	Offers an inventive, expert-like position with precise and convincing evidence and analysis

				and analysis		
Organization Structure and coherence, including elements such as introductions and conclusions as well as logical connections within and among paragraphs (or other meaningful chunks)	Lacks unity in constituent parts (such as paragraphs); fails to create coherence among constituent parts	Uses insufficient unifying statements (e.g., thesis statements, topic sentences, headings, or forecasting statements); uses few effective connections (e.g., transitions, match cuts, and hyperlinks)	Uses some effective unifying claims, but a few are unclear; makes connections weakly or inconsistently, as when claims appear as random lists or when paragraphs' topics lack explicit ties to the thesis	States unifying claims with supporting points that relate clearly to the overall argument and employs an effective but mechanical scheme	Asserts and sustains a claim that develops progressively and adapts typical organizational schemes for the context, achieving substantive coherence	Asserts a sophisticated claim by incorporating diverse perspectives that are organized to achieve maximum coherence and momentum
Conventions Expectations for grammar, mechanics, style, citation, and genre	Involves errors that risk making the overall message distorted or incomprehensible	Involves a major pattern of errors	Involves some distracting errors	Meets expectations, with minor errors	Exceeds expectations in a virtually flawless manner	Manipulates expectations in ways that advance the argument
Design for Medium Features that use affordances to enhance factors such as comprehensibility and usability	Lacks the features necessary for the genre; neglects significant affordances, such as linking on the web; uses features that conflict with or ignore the argument	Omits some important features; involves distracting inconsistencies in features (e.g., type and headings); uses features that don't support argument	Uses features that support with argument, but some match imprecisely with content; involves minor omissions or inconsistencies	Supports the argument with features that are generally suited to genre and content	Promotes engagement and supports the argument with features that efficiently use affordances	Persuades with careful, seamless integration of features and content and with innovative use of affordances

A Guide for Oral Presentations by Dr. Roger Whitson

Oral Presentations

You will probably be asked to give oral presentations in your future careers, no matter what that career may be. Oral presentations can be difficult, anxiety-inducing, and awkward. This is why it is important to practice oral presentations as frequently as possible. The more you deliver presentations, the easier it will be.

Process

Defining Your Topic:

1.   Do you know, or can you learn, basic information about your topic?

2.   Is your topic interesting to members of your audience?

3.   Does your topic directly relate to the primary, secondary, and tertiary sources that you are using? *Primary Sources:* In literature classrooms, primary sources are those sources that we read directly: usually this means poetry or novels, but it can also include letters from the period as well as essays and biographies. *Secondary Sources:* Secondary Sources usually directly explain or discuss the primary sources. If you are discussing, for example, William Blake's *The Marriage of Heaven and Hell*, an essay on the same primary source would work as a secondary source. *Tertiary Sources:* These sources aren't directly about your primary source, but illuminate some aspect of your topic. A history of science in the Romantic period would work as a tertiary source for a talk on Mary Shelley's *Frankenstein*. Note how some sources can be primary, secondary, or tertiary in one topic but switch their roles in another topic. If you are writing about Byron, a poem by Shelley might work as a secondary source (if it talks about Byron), but

that same poem might be a primary source if you are writing about Shelley or a tertiary source if you write about a third poet's attitudes towards Byron and Shelley.

Once you have formed and researched your topic, form a **central thesis**, **supporting arguments**, **illustrative examples** (usually taken from primary, and sometimes secondary sources), and **explanatory details** (taken from secondary and tertiary sources). Identify two to three **keywords** that constitute the major concepts in your talk.

Preparing your Presentation:

1. *Learn as much as you can* about your topic and become an expert.

2. *Know your audience* (not just me, but fellow students). What do they like to see in presentations?

3. *Create an outline* w/ bullet-points. Stay on topic.

4. *Do not read your talk.* Nothing bores people more than someone who doesn't make eye-contact with them and just reads from paper. *Don't speak to the screen*. Look at your audience.

5. *Create visual aids that enhance your presentation*. Some people do this in Prezi, others do it in PowerPoint or on GoogleDocs. No more than 10 slides. *Do not go over time.*

    1. *Mark Sample's 1-1-5 rule.* You must have 1 image per slide, use each image only once, and can add no more than 5 words per slide. No one likes slides cluttered with bullet points and words. http://chronicle.com/blogs/profhacker/challenging-the-presentation-paradigm-with-the-115-rule/32691

    2. *Repeat keywords and phrases at least twice*. Distill your

arguments into memorable phrases that your audience can remember.

3.   *Practice* your talk at least three times. This will help when you feel anxious talking in front of people (and you will feel anxious). Time your presentation exactly.

Delivering the Presentation:

1.   *Consider technological issues before the presentation*. Many times, especially in classes, there is a limited amount of time for presentations. Think about what you will need to effectively deliver your presentation materials and communicate that to your teacher before the day you present.

2.   *Know how to operate your applications, have backups of your files, and make print backups in-case the computer or projector isn't working.* Backups are essential, because your technology will fail you, the computer will have a different version of PowerPoint or some other application you used in constructing your presentation, etc. Something won't work. Have backups.

3.   *Never rely on the internet. Outages happen.* Same thing. Always have local copies of your files in case the internet is out.

4.   *Dress one level nicer than the audience will dress*. Look sharp. It matters.

5.   *Posture*. Stand up straight, make eye-contact, don't rock back and forth on your heels, don't say "um" constantly (instead, don't be afraid to take short pauses between your arguments), don't apologize to your audience beforehand (audiences like to be dazzled), be enthusiastic about your subject, act like it is the most interesting thing in the world!

6.   *Remember to repeat and summarize your main points*. Audiences don't always remember the main arguments of your presentation. Repeat those arguments to them.

7.   *Don't just ask for questions, encourage questions*. Getting someone to ask a question can be difficult, as many people have not said anything for the length of your presentation. Use body language to make yourself look open to questions. Smile. Answer questions politely, but don't be afraid to defend your arguments.