Group Oral Presentation on Literary Criticism

Value: 20 points

Length: 20-25 minute presentation, including follow-up questions & discussion

Directions: PREPARING YOUR PRESENTATION

Plan on using visual media during your presentation. Options include creating a PowerPoint/Prezi or a poster or using the white board.

PART 1: Groups will briefly present the key terms, concepts, & instructions for recognizing and applying the literary criticism being examined based on the assigned readings, etc. Groups should assume everyone has read the assigned chapter in the book and references in the course reader but should plan on clarifying and elaborating on the readings, ensuring the full understanding of the class.

PART 2: Groups will demonstrate how such arguments can be applied to literature: A) generating general questions the literary criticism would ask when approaching any text and then B) generating specific questions about texts the class has already read and discussing the questions and potential claims (arguments) from them in relation to those texts and specific passages in them.

PART 3: In addition, groups will create an interactive activity for the class to practice applying the literary criticism to one or more of the texts we’ve read so far. This could be simply having the class discuss one or more of the specific questions you raise about a particular text (after your group has modeled doing so).

PART 4: Each presentation will end with a Q & A/class discussion session.

Each group is responsible for providing the class with a typed handout, including:

1. PART 1: The key terms and definitions, concepts, and techniques that are used in this type of literary criticism (Be sure to acknowledge the outside sources you used in a correct MLA-style Works Cited page. URL’s only are never enough.)
2. PART 2A: The types of questions the literary criticism raises: at least 5 general questions to ask when approaching a text using this literary criticism.
3. PART 2B: At least 5 specific questions the literary criticism would raise about one or more of the texts we’ve read so far.
4. PART 3: Relevant passages from the text(s) that relate to the specific questions you raise.

On the day of your presentation, bring enough copies of the handout for everyone in class. (If you want me to copy it for you, come by my office during my office hours the day before your presentation or email it to me as a MS-Word file attachment (not a link) by 11:59pm the night before your presentation.

Grading will be based on the demonstration of the following:

• Preparedness & Participation
• Comprehension of material
• Clarity, relevance, and interest of the presentation
Name: ________________________________

Literary Criticism: ________________________________

Score: ________/20

**Grading Rubric**

**A – EXCEEDS EXPECTATIONS (18-20 points)**
- Material presented is relevant, thorough, informative, and engaging.
- Good understanding of the material is demonstrated.
- The presentation is well organized and clearly, thoroughly, and effectively communicated.
- Appropriate media are used effectively, including clear, informative handouts and engaging interactive activities.
- The student participates fully and effectively in the presentation.

**B – MEETS EXPECTATIONS (16-17 points)**
- Material presented is relevant and informative.
- Understanding of the material is demonstrated.
- The presentation is organized and clear.
- Appropriate media are used, and clear handouts and class activities are provided.
- The student participates effectively in the presentation.

**C – MINIMALLY MEETS EXPECTATIONS (14-15 points)**
- Material presented is basic, possibly incomplete.
- The presentation demonstrates minimal understanding of the material.
- The presentation lacks organization.
- The presentation may rely too heavily on media, mostly just reading from notes or PowerPoint. Handouts may be minimal, sloppy, or incomplete, and the interactive activity may be unprepared or missing.
- The student participates minimally in the presentation.

**F – UNRATABLE SAMPLE (0 points)**
- There is very little or no participation in the presentation.
- Presenters came unprepared.
- Presenters provided no handouts.

Unless a student misses preparation and is dropped from the group, misses, doesn’t participate in, or comes late to the presentation, everyone in the group earns the same grade.