**INQ 120: Landscapes of Evil**

**Group Presentation Project**

Objective: A 15-20 minute group presentation to the class centering on a fantasy or science fiction book which will be read and discussed by the entire class. In the class period before the book will be discussed, you will provide a 5-10 minute background presentation which should help the class understand the book as they read or review it. After the presentation but during the same class period, you will conduct a 15-20 minute class discussion of the same book.

Presentation Requirements:

All presentations should be delivered using speaking notes rather than a

verbatim manuscript. Delivery note cards will be turned in at the end of the

presentation. (No more than a total of one 5X8 note card allowed per speaker.

Notes on one side only.) Talk to the audience, don’t read a paper at us.

Both the preparation presentation and the long presentation **must be**

**accompanied by a detailed outline of the material presented (See outline**

**handouts for individual presentation) and Works Cited List in MLA format.**  Cite all material which you use, including PowerPoint slides. Presentations will not be graded unless a detailed outline and Works Cited list are submitted. If the outline and Works Cited list are not submitted, the presentation will be recorded as a zero.

You must use a minimum of 3 citable outside sources, not counting general dictionaries and encyclopedias. Your sources must come from resources linked to the Fintel Library web page. The book on which you are reporting is not considered an outside source. Your sources must be reliable and credible sources. Cite them orally in presentation and in written form on works cited list.

All presentations must be accompanied by a list of a minimum of 10 possible questions **designed to stimulate class discussion of the book**. That means there should be only a couple of questions which ask for facts from the reading. More questions should be devoted to analysis, synthesis, and evaluation. After each question, indicate the possible answers that the class might give that would help to further discussion.

All group members should have a roughly equal share of the presentation and its preparation. **At the beginning of the class period following the project presentation, each individual should submit a 2-3 page reflection paper which includes a description of what he or she contributed to the project and a respectful but accurate description of what other group members contributed. In addition, each member should address the strengths and weaknesses of the group preparation process and the finished product. What did your group do well? How could it have improved? If you think there was not way you could have improved, think again.**

**Long Presentations should include:**

**Material centering on perspectives of evil offered by the author’s work**

Your presentation does not have to be confined to this aspect, but you do need to deal with it specifically.

**Either Presentation might include:**

**Material centering on the author:**

This does not mean that you should give us a big generalized biographical section. Think about your authors and their books. Choose details of the authors’ lives that have some bearing on their work and especially on the works we will be reading in class. We don’t need to know where your authors went to elementary school or that they moved to Paris at age 10, unless that had an impact on their work. If an event did make an impact on the author’s work, tell us explicitly how it was connected. Don’t give us dry and unimportant details.

**Material centering on history or cultural context:**

What was going on in the larger world might have an impact on the work or explain some facet that we might not understand. These contexts might indicate important social or cultural issues that the author has chosen to discuss. For example, *Alice in Wonderland* might be connected to Romanticism or the Victorian age. *The Wizard of Oz* may be connected to political movements of 19th century America.

**Material centering on genre:**

There are many subdivisions within the worlds of fantasy literature and science fiction. Is this a piece of high fantasy? Is it a supernatural story? Is it hard science fiction? Is it a satire? Each subdivision implies elements that might be explored further in the presentation or the discussion.

**Material centering on themes and images:**

What are the primary themes and images that play themselves out in your work? How are they developed? How might they be interpreted?

Material centering on critical issues that we cover in class or that you discover in research:

Can you apply any of the critical material that we read and discussed in class to your book?

Other material which you find important, interesting or revealing about the work.

Make sure this material is really relevant!

**Notes**:

Develop your presentation with a variety of material. Don’t let it sound like a long list of stuff. Organize it so that it makes sense to your audience and is easier for them to remember. Make the organization plain in the presentation itself. Look for stories, descriptions, quotations from the author or other sources, explanations of theories or contexts, etc. Make sure your presentation is unified, not a series of individual presentations. All presentations should have an introduction which captures the audience’s interest and specifically previews the main points which you are going to discuss and a conclusion which reinforces your most important ideas and leaves the audience with a memorable closure.

Handouts that give us your important points in an organized and readable fashion might be helpful additions to your presentation and discussion. They are not required. You may use PowerPoint if you wish, but make sure that you use it effectively and allow time for the set-up.

**Written material to be submitted on the day of your long presentation:**

-Detailed and cited outline of Preparation Presentation

-Detailed and cited outline of Long Presentation

-Works cited page for both presentations

-All note cards used in presentation

-List of at least ten discussion questions with range of anticipated audience answers

-Copy of PowerPoint slides or handouts if used

**Written material to be submitted on at the beginning of the class period following your presentation:**

-Reflection paper on group contributions and group process.

**INQ 120: Landscapes of Evil**

**Outline Format**

-Write out introduction verbatim and identify preview statement.

 Use MLA in-text citation form for documentation of introductory material.

-Start outline of body with Roman Numeral I.

 Use standard outline indentation and numerals

 State main points in complete declarative sentences.

 Supporting material does not have to be arranged into complete sentences; however, it must be specific and detailed enough for someone to understand its gist immediately and evaluate its appropriateness.

 For example, if you were outlining the first major point while 1

speaking in detail about Picasso’s first painting:

 A. First painting *incomplete*

 A. First painting at 8 years old *incomplete*

 A. First painting, *The Picador* at 8 years old *complete and specific*

 Use parenthetical documentation in outline to indicate source of material.

 Use MLA form for documentation

 For example:

 A. First painting, *The Picador* at 8 years old. (Jones 22)

- Write out conclusion verbatim.

 Use MLA in-text citation form for documentation.

- Use MLA style for Works Cited List

**Outline Example**

**“Cryonics” by Jayne Richtor**

Introduction

The time is now. Imagine your mother or father has suffered a heart attack. Deprived of its vital blood supply, a part or their heart is dying. Or imagine your grandmother or grandfather lying nearly motionless in their nursing home bed. Advanced age, complicated by pneumonia, is about to end their lives. Or imagine a close friend has just entered the hospital with a massive system-wide infection. AIDS has left their body ravaged by multiple diseases.

For most people, these circumstances would herald the end of life. Today’s medicine can no longer help them. But all of you may be able to meet again in the far future. Does this sound like science fiction? Perhaps. But it may one day be possible. How? Through the process of cryonics.

Cryonics is the process of freezing human beings after death in the hope that medical science will be able to revive them in the future. Intrigued by the prospect of being cryonically frozen, I’ve spent some time researching the subject of cryonics. After reading dozens of newspaper and magazine articles, I would like to give you a brief overview of the history, methods, and future of cryonics. Let’s start with the development of cryonics.

Body

I. Cryonics has a very interesting history.

 A. Notion of preserving people after death very old

1. Ben Franklin said “immersed in a cask of Madiera wine…”(qtd. in Jones 43 )

 2. Featured in science fiction novels, movies, and magazine and newspaper

 articles.

 B. Remained science fiction until 1964

 1. Robert Ettinger’s *The Prospect of Immortality* (Jones 12)

 2. James H. Bedford – first human cryonically frozen, Jan. 12, 1967 (Anders 22)

 C. Has steadily increased in popularity

 1. Four cryonic institutions in U.S. (United States 1193)

 2. 80 people have been cryonically frozen (Seely 25)

 3. 800 people have signed up to be frozen when they die (Seely 26)

II. When a person who has signed up to be cryonically frozen dies, a specific procedure

 must be carried out. (Seely 54-60)

 A. Person must decide whether the whole body or the head should be frozen

 B. If the whole body, it must be preserved.

 1. Immediately after death, connected to heat-lung machine

 2. Chemicals circulated to prevent tissue damage

 3. Cold packs used to reduce internal temperature

 C. If only the head is used

 1. Head surgically detached and preserved in separate container

 2. Why someone would choose to preserve only head

 a. body may be in very poor condition

 b. hope that science would be able to create new body in future

 D. Once head or body is ready, process proceeds

 1. Cryoprotectorants circulated to reduce cell damage

 2. Over 20 days, body or head cooled to negative 320 degrees

 a. Stored in steel cylinder of liquid nitrogen to maintain temperature

 b. Biological function stops and patient will not change for hundreds of years (“Deep

 Freeze*”* 67*)*

III. Two major issues in the future of cryonics are its high cost and the need to perfect the freezing

 and rethawing process

 A. Cost from $60,000 - $125,000 (Anders 72)

 1. Can be paid for by life insurance

 2. Facing own mortality more difficult than getting the money

 B. Details of freezing and rethawing aren’t worked out

 1. Freezing inflicts a large amount of cell damage (“Limits of Immortality” 33)

 a. Only a few types of human tissue can be frozen and thawed successfully

 b. Not possible now to freeze and rethaw complicated organs, much less bodies or

 brains

 2. Scientists working on ways to reduce damage caused by freezing process (“Deep

 Freeze” 65)

 a. Researching better cryoprotectorants to control cell damage

 b. Developing microscopic machines to repair cells at molecular level

Conclusion

In closing, we have seen that cryonics is much more than a plot in a science fiction novel. It has developed from a wholly unrealistic fantasy to the point that 80 people have already been frozen and hundreds more have made the choice to be cryonically frozen when they die. If scientists can ever figure out how to rethaw people successfully, we can be sure that cryonics will become much more popular.

So think again of your father or mother suffering a heart attack, your grandmother or grandfather dying of pneumonia, or your close friend stricken with AIDS. If they chose to be buried or cremated in traditional fashion, their physical minds and bodies would be destroyed. That is absolutely certain. By contrast, being cryonically frozen offers some small chance that they may be revived in the future. Even if that chance is small it’s more than no chance at all.

**In addition, you must submit a Works Cited page using MLA format.**

**INQ 120: Landscapes of Evil**

**Group Presentation Evaluation Form**

**Group Tasks**

**Background Presentation Evaluation**

**Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_**

**Background Presentation Time**

*Group ratings:* *E-excellent G-good A-average F-fair P-poor*

1. Introduction gained attention and interest E G A F P

2. Introduction previewed body of presentation clearly E G A F P

3. Main points appropriate and mutually exclusive E G A F P

4. Main points clearly organized and easy to follow E G A F P

5. Main points supported with sufficient and accurate material E G A F P

6. Evidence from appropriate sources E G A F P

7. Reasoning clear, sound, and easy to follow E G A F P

8. Language appropriate, clear, and concise E G A F P

9. Conclusion relevant to presentation purpose and memorable E G A F P

11. Outline and Works Cited page and other presentation materials E G A F P

 appropriate and clear

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_

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**Long Class Presentation Evaluation**

**Class Presentation Time**

1. Introduction gained attention and interest E G A F P

2. Introduction previewed body of presentation clearly E G A F P

3. Main points appropriate and mutually exclusive E G A F P

4. Main points clearly organized and easy to follow E G A F P

5. Main points supported with sufficient and accurate material E G A F P

6. Evidence from appropriate sources E G A F P

7. Reasoning clear, sound, and easy to follow E G A F P

8. Language appropriate, clear, and concise E G A F P

9. Conclusion relevant to presentation purpose and memorable E G A F P

11. Outline and Works Cited page and other presentation materials E G A F P

 appropriate and clear

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_

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**Class Discussion Evaluation**

1. Demonstrated mastery of material, research, planning, and understanding E G A F P

2. Engaged the audience E G A F P

3. Offered complex or original insight into text E G A F P

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_

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**INQ 120: Landscapes of Evil**

**Group Presentation Evaluation Form**

**Individual Evaluation**

**Speaker \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ Combined Project Grade**

*Speaker ratings:* *E-excellent G-good A-average F-fair P-poor*

1. Language appropriate, clear, and concise E G A F P

2. Sufficient eye contact E G A F P

3. Style controlled, direct, and fluent E G A F P

4. Voice used effectively E G A F P

5. Physical delivery effective E G A F P

6. Reflection paper E G A F P

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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HNRS 201: The Human Journey

**Group Project Assignment**

 To plan and teach segment of a class session (20 minutes) covering a particular pre-

 assigned topic.

**Process**:

 As a group you must decide on the important points/concepts/information that your audience should understand and their appropriate organization. These are your goals and

priorities. When deciding on the material to be presented, ask yourself, “What are the most important things that this class should know, understand, and remember about this topic when they leave class today?” Then keep those priorities in mind when you plan the presentation. Those priorities should guide its organization, and they will be what you emphasize in the experience.

#  Consider all possibilities for class formats. Simple lecture is, perhaps, the most difficult

 format to do well.

 As a group you must decide on the most effective ways to teach this material to this class. Organize the presentation as a unified whole, not individual parts. There should be

 a sense of continuity in the experience for the audience. The presentation should have a

section in the beginning for introducing the topic and previewing what you will be doing and why. It should also have a conclusion, summing up the important points of the presentation for the class. Do handout/handouts to help students understand and retain the important points of your presentation. Your handouts should not be the same outline as your detailed outline to be submitted with your reflection paper. That outline should be very detailed and your handout should only cover essential information. Let your priorities guide your choices.

 Think about how you are going to hold the attention of the class. It is your responsibility.

Do not write papers ahead of time and take turns reading them to the class. However, while it is important to keep the class’ interest, don’t waste valuable time with stuff that is strictly for fun and doesn’t help accomplish your goals. If you are going to use it, humor is good. But make sure that it conveys accurate messages about your material. Humor is inherently interesting, so people to remember it. Make sure that they are remembering what is true and important.

 Pay special attention to your time constraints. We will have many other things to cover on

 the days of your presentation, so you must limit yourself to 20 minutes. I will stop your

 presentation before the end, if it is necessary, in order to move on. Needless to say, failure

to keep to the time limits will be viewed as failure to prepare or organize your presentation well and that consideration will be reflected in your project grade. It really isn’t possible to know exactly how long your presentation is unless you rehearse it in final form.

 Your group is responsible for "cleaning up" after a class presentation. Please return tapes,

 supplies, equipment, etc. that you use immediately following the class period. Make sure

all trash is picked up and the space is returned to its original condition.

 As a part of this process, your group must meet with me at least once before your

 presentation. For the meeting, your goals, priorities, and a class plan should be laid out in

 written form.

 During the class period following your presentation teaching team must submit group

 teaching goals, bibliography, and a detailed outline of the information covered in the class. Group teaching goals should be the most important aspects of the subject that you want the class to understand and remember. What are the most essential concepts, information, and/or skills that you want the class to take with them after the presentation. Essentially every piece of important information that you convey to the class should be reflected on the outline. Each member should also submit a 2-3 page reflection on the experience of preparing and teaching the class segment. If your group uses PowerPoint in your presentation, you should include a copy of the slides in the written material you submit.

 The essay should include reflections on the process of creating your presentation

 in the group, the experience of the presentation itself, and the results of the experience

 with regards to your "class". This essay should not focus primarily on a description of

 the experience, but on critical thinking about and analysis of the experience. I am

 especially interested in how you coped with the group experience and what you would do

 to improve both that experience and the class presentation. If you think that it was so

 good nothing could be done to improve it, think again. As always, style, grammar, and

 syntax count.

 You should:

 Reflect on the material. Has it changed the way that you view the culture or other

 knowledge that you previously had? How was it collected and focused?

 Would you change anything about that?

 Reflect on group process. Did members of the group all do equal, though perhaps different,

 work loads? Where there conflicts and how were they resolved? Did a group leader

 emerge and, if so, what did he/she do? How would you change the process to improve the

 product?

 Reflect on the presentation. Did your strategies work? According to observations, did you

 keep the interest of the class? Was the experience rewarding or enlightening for you?

Outlines, reflective essays, and other materials should be typed and double spaced.

**Criteria For My Evaluation:**

 Knowledge of the subject matter and the accuracy and completeness of its presentation

 (within your time constraints)

 Appropriate goals and priorities

 Appropriateness of teaching strategies

 Organization and effectiveness of class presentation

 Effectiveness in group interaction

 Critical thinking and analysis revealed in the reflection essay

**Group Presentation Topics**

A list of the following topics are on my door. Sign your group up for a topic ASAP.

Group 1: *The Iliad*

Group 2: *The Republic*

# Group 3: Greek Architecture

Group 4: *The Mahabarata*

# Group 5: Islamic Art

Group 6: Shakespearean Staging

Honors 201

**Group Presentation**

**Critique**

Criteria will be rated on a scale of 5-1.

5=Excellent, 4=Good, 3=Average, 2=Poor, 1=Unacceptable

This scale has no correlation to letter grades. (i.e. 5 does not equal the letter grade A)

I. Knowledge of subject matter and accuracy and completeness of

presentation

II. Appropriate goals and priorities

III. Appropriateness of teaching strategies

IV. Organization and effectiveness of class presentation

V. Effectiveness of group interaction

VI. Reflective essay

**Final Grade :**

 COMMUNICATION 101 – PRINCIPLES OF COMMUNICATION

 FINAL PROJECT

The final project will be a synthesis of skills already discussed and/or practiced as a part of your previous classroom experience. Your group will have to research a particular campus issue, meet as a problem solving group to arrive at a collaborative solution to address that problem, and present your research and solution to the class.

I. The Proposition

 Your group should choose one from the following propositions:

 1. Roanoke College should cease the enforcement of the laws of the state of

Virginia governing alcohol consumption.

 2. Tuition at Roanoke College should be frozen at current levels for the next 3

years.

 3. Roanoke College should offer significantly more social opportunities that

would include the entire student community.

1. Roanoke College should increase its enrollment to 3.000 students.

 5. Roanoke College should no longer provide campus housing reserved

specifically for Greek organizations.

There is a sign-up sheet on the door of my office (220 Miller Hall). A representative of your group should sign up your group members in the appropriate blank to reserve the topic of your choice.

II. Research

Your group should meet briefly with me to discuss directions that should be explored in your research on and exploration of the topic. The research should include national trends and issues that relate to these local concerns. Much of the local research will need to be done through informational interviews with college staff and administration.

III. Problem Solving

Your group should choose a leader and meet as often as necessary as a problem solving group to arrive at a collaborative plan to address your particular issue.

IV. Presentation

The members of your group will present your findings in the form of a group of 4-5 minute individual speeches. The format will be as follows:

 For 4 member groups:

 Speaker #1 - Informative speech providing significant background information concerning the issue and the problem analysis agreed upon by your group (including solution criteria).

 Speaker #2 - Persuasive speech advocating the proposition.

 Speaker #3 - Persuasive speech opposing the proposition.

 Speaker #4 - Persuasive speech advocating the collaborative plan arrived at by the group (including how the plan will meet the solution criteria agreed upon by the group).

 For 5 member groups:

 Speaker #1- Informative speech providing significant background information concerning the issue.

 Speaker #2- Informative speech discussing the problem analysis agreed on by the group (including solution criteria).

 Speaker #3- Persuasive speech advocating the proposition.

 Speaker #4- Persuasive speech opposing the proposition.

 Speaker #5- Persuasive speech advocating collaborative plan arrived at by the group (including how the plan should meet the solution criteria agreed upon by the group).

Notes: Speech #1 in the 4 member groups and Speeches #1 and 2 in the 5 member groups should deal with the kind of information that you might gather in Stage I of the Brilhart Agenda. In addition, these speeches are appropriate places to discuss national trends. They are not the appropriate point to discuss your solutions to the problems or the plans you have developed to implement the solutions. Those should be the focus of the final speeches in both groups.

Although you will each give an individual speech, the speeches in the group should all relate to one another tightly in organization and refer to relevant materials presented by other members of the group. There should be a feeling that planning has been done to ensure that the presentation is a whole, not disjointed parts.

 Because the outline is primarily a tool for speech preparation and the evaluations are done best when the experience is freshest, the utility of the written materials in the exercise is reduced if they are completed after the presentations. All written materials must be submitted at the time that you deliver your presentation.

 EVALUATION

Speeches and Group Member Evaluations will be graded individually. For criteria for speech grades see handout for your previous speech.

All groups will be evaluated together on the basis of the group bibliography and the collaborative plan. (This means that all members of the group will receive the same grade for those components of the project.)

Your evaluation by the other members of the group will affect your final grade.

 FINAL PROJECT WRITTEN MATERIALS FOR SUBMISSION

I. Outline for Individual Speech

Use the form discussed in class. Introduction and conclusion should be written out verbatim, preview sentence should be indicated, main points should be in complete sentences, all supporting information should be on outline and clear. Use standard outline format.

II. Group Bibliography

 Attach 1 copy to each outline

III. Outline of Collaborative Plan

 Not an outline of final speaker's speech!

Make the outline so clear and complete that it could stand alone as a description of the plan without the support of the speeches.

IV. Separate Group Member Evaluation Forms for all members of the group, including

you. These forms will be held in confidence by me. Both these evaluations and the Group Evaluation and Analysis will be evaluated according to how well you observe and analyze the behavior of other members and how thoughtfully you respond. I will also take into account your evaluation by fellow group members in calculating your final grade on the project.

V. Group Evaluation and Analysis

 GROUP MEMBER EVALUATION FORM

Evaluator Group Member Evaluated

1. What specific roles did this member play in the group process? (Give examples of behavior.)

2. Did this member conform to group norms? (Give specific examples of behavior.)

3. Was this member critically open-minded and did he/she center conflicts on issues? (Give specific examples of behavior.)

4. Was this member well-prepared and positive? (Give examples of behavior.)

5. Did this member participate actively in the work of the group? (Give examples of behavior.)

6. What were this member's overall strengths?

7. How could this member improve?

8. Score this member on the following scale for effectiveness in task related skills and group

 maintenance skills.

Excellent Good Average Below Average Unacceptable

 E G A B U

Task Related Skills Group Maintenance Skills

GROUP EVALUATION AND ANALYSIS

EVALUATOR:

GROUP MEMBERS:

Answer the questions below and give specific behaviors to support your answers.

1. How would you describe the cohesiveness and level of commitment of your group?

2. How would you describe your group's openness to new ideas and the opinions of others?

3. How would you describe the communication process that went on within your group?

4. How would you describe the productivity of your group?

5. How would you describe the level of consensus in your group?

6. How would you describe the level of member satisfaction in your group?

7. What were the strong points of the way in which your particular group worked?

8. In what ways could the process have been improved in your group?

# **COMM 101 : Introduction to Communication Studies**

# **Group Project Presentation and Paper Critique**

Group : Time:

Group Grade:

Scale: 5 4 3 2 1

 Excellent Good Average Fair Poor

 Comments:

1. **Presentation Content 25%**

 A. **Introduction**

 Gained attention and interest

 Previewed the body of the presentation clearly

 B. **Body**

 Communicated ideas clearly

 Used accurate information

 Developed ideas completely

 Research and developing information was relevant and sufficient

 C. **Conclusion**

 Reinforced central ideas of presentation

 Provided a memorable and effective closure

1. **Organization and Style 25%**

 Organization appropriate

 Presentation clear and easy to follow (in main points and in supporting material)

 Maintained audience interest and attention throughout presentation

III. **Delivery 25%**

 Energy level

 Eye contact

 General vocal delivery

 Pronunciation/articulation accurate and understandable

 General physical delivery

 Control

 Conversational style

 Effective use of visual aid

IV. **Group Paper 25%**

 Content

 Organization

 Style and Mechanics

**Group Project**

**Individual Evaluations**

**Group Member:**

**Individual Grade: Group Grade: Composite Grade:**

**I. Group Member Evaluation**

 Equity in preparation and preparation

 Evaluation of other members

**II. Personal Contribution Description**

**IIII. Group Process Evaluation**