

FINAL ORAL PRESENTATION

DUE DATE: Friday, May 13

PRESENTATION DATES: May 13, 16, 17, 18, and Final Exam Days

WORK DAYS: April 25 and May 2 (Chrome Books)

This presentation will be based on one of the works we have covered:

Grapes of Wrath

Things Fall Apart

Great Gatsby

DURATION:

Individual Presenters

Minimum 10 minutes

Maximum 15 minutes

Group Presenters

Minimum 5 minutes PER STUDENT IN GROUP

Maximum 7 minutes PER STUDENT IN GROUP

FOCUS:

Students will be expected to:

- show knowledge and understanding of the works
- show thorough appreciation of the aspect discussed
- show good use of strategies to engage an audience
- deliver the presentation in a manner that is appropriate to the task. **In no case may the student read from a prepared talk.**
- select appropriate material for the presentation
- organize the material into a coherent structure
- choose a means of presentation and delivery that is suited to the activity and topic.

POSSIBLE ACTIVITIES:

- a critique of the student's own writing that has been produced in the style of one of the literary genres studied
- an explanation of a particular aspect of an author's work
- the examination of a particular interpretation of a work
- the setting of a particular writer's work against another body of material, for example, details on social background or political views
- a commentary on the use of a particular image, idea or symbol in one text or in a writer's work
- a performance or a pastiche of a poem being studied—this activity should be followed by some explanation and discussion of what the student attempted to do
- a comparison of two passages, two characters or two works
- a commentary on a passage from a work studied in class, which has been prepared at home
- an account of the student's developing response to a work
- the presentation of two opposing readings of a work
- a monologue or dialogue by a character at an important point in the work
- reminiscences by a character from a point in later life
- an author's reaction to a particular interpretation of elements of his or her work in a given context (for example, a critical defense of the work against a charge of subversion, or immorality, before a censorship board)

Please note that students who choose creative presentations should provide a rationale for what they have done during their presentation.

SUGGESTED TOPICS TO INCLUDE IN YOUR ORAL PRESENTATION:

- Cultural settings of the work and/or related issues
- Themes
- Characterization
- Unique techniques the author used for style
- Author's attitude to particular elements of this literature: characters, subject matter...
- Interpretation of a certain element and/or the interpretation from different perspectives

EXAMPLES:

- Discuss unique and specific diction in Steinbeck's works.
- Using your own paintings to show the connection between the culture and what was going on at the time with Apartheid in *Things Fall Apart*.

- Monologue: Act as one of the characters talking to the audience about the style used in the novel or the character's development throughout the novel.
- Writing your own music and then playing it for the class – and then explaining how it represents the cultural music during the Jazz Age in *The Great Gatsby*.

CONDUCT OF THE PRESENTATION AND SUBSEQUENT DISCUSSION

Students must complete their presentation without any interruption or assistance.

When the presentation is completed teachers and peers may engage in a discussion in order to probe further into students' knowledge and understanding of the work(s) or topic. Teachers should be satisfied that students have justified their selection of:

- the material used in the presentation
- the activity chosen to convey the topic
- the suitability of the style of presentation.

The whole class will participate in the subsequent discussion. The student is, however, only assessed on the presentation (which includes the rationale where appropriate).

Tips for Preparing for the IOP

- **Select a topic that is tightly focused.**
 - For example not just "Race and Gender" in the novels studied but "How racial hierarchy is set up in the novels and the way it impacts on gender."
 - Rather than "Power Relations" you could say "How different characters' power is presented through the use of language."
 - Or – instead of "Death and its consequences" – "The way in which death impacts on other characters in..." (Whatever the choice may be)
- **Select the most appropriate extracts to demonstrate your points of view.**
 - The extracts you choose should be the most appropriate to highlight the points you want to make. Make sure that you focus on every literary technique contained and explain their effect. Include syntax and diction, as well as the more obvious literary techniques used in prose. Refer to the text. Include examples and well-incorporated quotations.
- **Make sure that you fulfill the criteria listed on the Assessment Sheet**
 - Look at what marks are awarded for and make sure that you fulfill all of the criteria.
- **Rehearse**– again and again – and TIME IT.
 - You should sound confident and self-assured. Face the audience. Make sure to make eye contact - throughout. Notes should only be lightly referred to, not read the whole way through. You should sound interested in your own speech – vary tone and gesture. PowerPoint presentations should be there to refer to, **not** to rely on. You must fulfill time requirements or you will be penalized.
- **You will be asked questions at the end of your presentation.** Make sure that you come up with a list of possible questions you might be asked and think about the answers. Make sure you understand how the extract fits into your understanding of the rest of the novel. PREPARE.
- **Prepare in advance all the materials you will need for presentation day.** It will reduce your stress level immensely.

Presentation Rubric

	0	1-2	3-4	5-6	7-8	9-10
Criterion A: Knowledge and understanding of the work(s) <ul style="list-style-type: none"> How much knowledge and understanding does the student show of the work(s) used in the presentation? 	does not reach standard	There is little knowledge or understanding of the content of the work(s) presented.	There is some knowledge and superficial understanding of the content of the work(s) presented.	There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented.	There is very good knowledge and understanding of the content and most of the implications of the work(s) presented.	There is excellent knowledge and understanding of the content and the implications of the work(s) presented.
Criterion B: Presentation <ul style="list-style-type: none"> How much attention has been given to making the delivery effective and appropriate to the presentation? To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)? 	does not reach standard	Delivery of the presentation is seldom appropriate, with little attempt to interest the audience.	Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience.	Delivery of the presentation is appropriate, with a clear intention to interest the audience.	Delivery of the presentation is effective, with suitable strategies used to interest the audience.	Delivery of the presentation is highly effective, with purposeful strategies used to interest the audience.
Criterion C: Language <ul style="list-style-type: none"> How clear and appropriate is the language? How well is the register and style suited to the choice of presentation? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the presentation.) 	does not reach standard	The language is rarely appropriate, with a very limited attempt to suit register and style to the choice of presentation.	The language is sometimes appropriate, with some attempt to suit register and style to the choice of presentation.	The language is mostly clear and appropriate, with some attention paid to register and style that is suited to the choice of presentation.	The language is clear and appropriate, with register and style consistently suited to the choice of presentation.	The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation.

Understanding the Rubric

Language

- very clear, effective, carefully chosen and precise
- high degree of accuracy in grammar, vocabulary and sentence construction
- effective and appropriate register and style

Organization

- effectively organized and developed
- reader is engaged and persuaded
- requires the coherence of ideas within
- should incorporate quotations into their writing in such a way that the development of their ideas is enhanced and not impeded,
- should avoid using large blocks of quotations
- consistent with required formatting

Presentation

- reader is engaged and persuaded
- require careful structuring
- a clear, sustained focus and purposeful development of ideas (with links between elements)

Knowledge and understanding of literary works is the expression of an author's individual creativity and as representatives of their genre and period. Knowledge refers to familiarity with the work. Understanding is the ability to interpret the writer's intention and to understand how context may affect that interpretation—both the context of the work and what the reader brings to the reading.

- know the main features of the genre the text exemplifies
- demonstrate the ability to evaluate the effectiveness of the use of the various conventions.
- discuss the links between works: differences and similarities in their context, style, structure, theme and so on
- understand cultural values as expressed in literature, and the significance of context in literary works. The actions of the characters in a literary work should not be judged by the student's own time and culture.
- statements or assertions must be validated and have evidence to support them
- carefully chosen, detailed references to the work(s), passage or extract
- demonstrate their independent interpretation and depth of understanding
- evidence provided in the form of quotations and line references
- should set quotations in context, integrated into the text of the essay and accompanied by explanation or analysis

Analysis of literary techniques

- demonstrate an ability to analyze language, structure, technique and style
- know the difference between description and analysis

Evaluation

- recognize how and why literature affects the reader
- see how, in literary terms, one writer compares with another. Similar literary techniques will affect readers differently and students are expected to be able to analyze, discuss and justify their own response to the choices that writers make.

Independent literary criticism

- acquire for themselves the skill of reading between the lines
- see how writers have achieved their effects and how they may be trying to persuade the reader to accept their views of the subject of the prose passage or poem
- build on what they have learned in class, but also show that they have thought for themselves about the topic

Topic Proposal Form
Due by end of hour on April 25

NAME: _____

Type of Presentation (circle one): Creative Analytical

Work(s) studied: _____

Title of Presentation: _____

Aspect(s) on which you intend to focus: _____

Rationale for selection of work(s) and aspect: _____

How you intend to explore these aspects: _____

Sentences, concepts, sections, structure, etc. from the work that you address or imitate: _____

Nature of presentation (what do you intend to do; include considerations of audience, register, and format):

Materials needed for the presentation:

GROUPS ONLY:

On each line below, list the STUDENT’S NAME and what that student will be responsible for contributing to the project.
