**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**

**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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