

Quick Facts about the Oral Presentations

AUDIENCE:

EACH group member will present to the whole class via Collaborate.

GET APPROVAL before the presentation:

Email a copy of the handout and the slide show (powerpoint or keynote presentation) to Dr. Medina TWO (2) days in advance. It can be a working draft.

GRADES:

GROUP PREPARATION: 10% of the total class grade

PRESENTATION: 5% of the Total class grade

YOU CANNOT READ THE CONTENT: But you can use notes.

COMPULSORY ATTENDANCE:

I expect you to watch each presentation broadcasted live

If you are absent on a presentation day, you will forfeit 25% of your presentation grade.

Of course, I will excuse valid absences, such as university sanctioned events and medical emergencies.

Oral Presentations

Objective:

Allow every student in the class to present on a topic that will further enrich the educational experience of all class members.

Dates and location:

EVERYONE IS REQUIRED TO ATTEND the LIVE BROADCAST.

Collaborate Ultra session

Wednesday, April 8.

Monday, April 13.

Wednesday April 15.

There will be no make up dates.

Groups:

Each group has already been assigned a presentation topic (see list below).

Groups 1 & 2 will present on Wednesday, April 8.

Groups 3, 4 & 5 will present on Monday, April 13.

Groups 6 & 7 will present on Wednesday April 15.

Topics

Caro, Niki. **McFarland, USA**. US, 2015.

Cuarón, Jonás. **Desierto, Mexico, 2015**.

Guerrero, Aurora. **Mosquita y Mari**. US, 2012.

Fukunaga, Cary Jôji. **Without a Name (Sin nombre)**. US, 2009.

Call number: DVD PN1997.2 .S563 2009

Saul Guerrero, Gigi. **Culture Shock**. US, 2019.

Weitz, Chris. **A Better Life**. US, 2011.

Wednesday, April 8

GROUP 1
Culture Shock

Rita

Elvira

GROUP 2
McFarland, USA

Alexes

Will

Monday, April 13

GROUP 3
Desert (Desierto)

Evan

Claudia

GROUP 4
Without a Name (Sin nombre)

Olivia

Maisy

GROUP 5
"Crossing the Border"

Alanis

Wednesday, April 15

GROUP 6
A Better Life

Emma

McKenzie

GROUP 7
Mosquita & Mari

Lillian

Ivy

GROUP 8
A Night (Una noche)

David

Preparation 10% of total class grade

1. Plan, strategize and DIVIDE up the work.
 1. Organize yourselves and meet again if necessary.
 2. I will not supervise your work but I will be more than glad to provide guidance and help.

Tasks for the PREPARATION MEETINGS:

Divide up the work: presentation content, handout, and visual aids.

The group will be graded on these three items, in addition to each member contribution to the project.

Presentation content:

Answer or address the following questions:

1. What is this film about? (Give a brief plot synopsis.)
2. What is the social-cultural-political or historical context of the film?
3. How does the film deal with issues of nationalism and identity?
4. How does the film deal with issues of cultural adaptation and assimilation?
5. Does the film subvert, revise questions or validate the official historical versions?
6. What is the ideology of the film?
7. How are sexual/gender roles assigned?
8. How is the border portrayed? Does the film use it as a character or as a setting. Defend your answer.
9. Comment on the spaces (settings and otherwise) where the action takes place.
10. How does the film present the particular group portrayed?
11. What did you learn about US Latina/o/x society by watching the film?
12. Why did the director make the film?
13. Would you recommend this film to your audience? Defend your answers.

Handout: BE CREATIVE. And **include** answers to the questions listed above.

Visual Aids: Prepare your slide show (powerpoint or Keynote) carefully

Stay away from using it to present long quotes. KEEP IT VISUAL.

Present pictures, graphics and text (**BUT don't exceed a 12 words limit**). I understand there will be exceptions.

Delivery: 5% (Total class grade)

YOU CAN USE NOTES BUT YOU CANNOT READ IT OR YOU WILL FORFEIT 50% OF YOUR GRADE.

1. Each presentation will last **12-15** minutes, with additional five minutes for questions.
2. Divide the time and material presented **EVENLY**.
3. Shorter presentations **will incur on total grade point deductions:**
10-12 minutes: 10%, 8-10 minutes: 20%, 6-8 minutes: 30%
4. **Each presenter will be evaluated on how effectively delivers the presentation based on the following criteria (please see rubric included below).**
 - Introduction of topic
 - Development of topic
 - Ability to engage and involve audience
 - Suitability of presentation for purpose and audience
 - Voice: clarity, pace, fluency

Oral Presentation Evaluation

Name:	Grade:
Handout	/ 20%
<p>The handout includes clear definitions and/or answers of issues or problems discussed.</p> <p>The answers on the handout identify core issues and appreciate the issues depth and breadth.</p> <p>It includes a short bibliography of secondary sources.</p> <p>Copies were distributed, in printed copies, to the class.</p> <p>It conforms to proper grammar and stylistic rules.</p> <p>It conforms to current MLA Style guidelines.</p>	
The presentation's content	/60%
<p>The presentation delivers insightful information about the article.</p> <p>Links and connections between ideas made clear.</p> <p>Information was relevant and well expressed in own words.</p> <p>Points were well-organized and developed with sufficient and appropriate details.</p>	
Delivery	(graded separately)
<p>Total time lapsed: _____</p> <p>Topic introduced clearly and in an interesting way. Purpose of talk was made clear. Outline of points was given.</p> <p>A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well organized and developed with sufficient and appropriate details.</p> <p>Speaker monitors audience and adapts presentation accordingly. An interesting or original approach taken to the topic. Speaker used techniques such as visual aids and props, anecdote, humor, surprising facts, direct audience participation.</p> <p>Presenter spoke clearly and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.</p>	
Visual aids	/20%
<p>The visual aids help to visually reinforce what the presenter says.</p> <p>The visual aids made the theme more visually appealing.</p>	

Peer Rating of Team Members[†]

Your Name	Your Team
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Please write the names of all of your team members, INCLUDING YOURSELF, and rate the degree to which each member fulfilled his/her responsibilities in completing the team assignments. *DO NOT LEAVE ANY COMMENTARY BLANK!* Place this form in a sealed envelope, with your team name/number on the outside, and give it to your instructor. The possible ratings are as follows:

- Excellent (100%):** Consistently carried more than his/her fair share of the workload.
- Very good (90%):** Consistently did what he/she was supposed to do, very well prepared and cooperative.
- Satisfactory (80%):** Usually did what he/she was supposed to do, acceptably prepared and cooperative.
- Ordinary (70%):** Often did what he/she was supposed to do, minimally prepared and cooperative.
- Marginal (75 %):** Sometimes failed to show up or complete assignments, rarely prepared.
- Deficient (65%):** Often failed to show up or complete assignments, rarely prepared.
- Unsatisfactory (60%):** Consistently failed to show up or complete assignments, unprepared.
- Superficial (50%):** Practically no participation.
- No show (0%):** No participation at all.

These ratings should reflect each individual's level of participation and effort and sense of responsibility, not his or her academic ability.

Name of team member	Rating	Commentary (DO NOT LEAVE BLANK!)

Your Signature
(type your name if you cannot sign)

[†]Adapted from R. M. Felder & R. Brent, *Effective Teaching*, North Carolina State University, 2000. Percentage Scores added by M. Medina