

How to Read Literature Like a Professor Group Presentation

Having read Foster's book, you will work with your assigned group to create a presentation using Powerpoint, Prezi, or any other appropriate multimedia software. Your group will be assigned 3 of the chapters while you should choose another as a group to include in your presentation. Provide the following in original, insightful, and thorough ways of *each* assigned chapter:

- Brief summary of Foster's arguments in your assigned chapters, including one or two of the most effective examples
- An application to texts you have read that are *not* included in Foster's particular argument (literary books/poems/plays read in past classes, *Catcher in the Rye*, read for personal enjoyment, etc.)
- An evaluation of Foster's arguments in your assigned chapter, e.g. what arguments/observations were strongest, weakest, where he should have expanded

You should be concise, yet thorough. As with all writing and speaking (save politics), verbosity is undesirable.

You will also complete the brief evaluation form on the back of this paper. I welcome you to be honest about your peers' contributions in this private evaluation. Your evaluation could be used in your group's overall assessment grade for the Collaboration portion in your rubric.

Your presentations should be between 8-10 minutes. After 10 minutes, your group will lose points for each minute you go over the allotted time. You must cite any references or images in MLA format. Any evidence of plagiarism will result in a 0.

Name: _____

Period: _____

RUBRIC

	Proficient	Adequate	Below Adequate	Unacceptable
Content	Student fulfills all three bulleted expectations from above in thorough manner, drawing from a variety of sources (poetry, prose, drama) in accurate and convincing arguments; assertions are cogent and explained thoroughly 10 points	Student lacks proficient execution of one of the expectations; examples may come from a limited body of work; one or more premises of student's argument is flawed or glossed over without sufficient explanation 7 points	Student lacks proficient execution of more than one of the expectations; examples may come from less than 3 acceptable texts; several premises of student's argument is flawed or glossed over without sufficient explanation 4 points	Student fails to cover necessary content; chapter summaries are grossly misinterpreted or mistaken; nearly all examples fail cogency test 0 points
Organization	Student follows a logical thought pattern throughout presentation; arguments supported with evidence in clear fashion 8 points	Some gaps in organization; non sequitur examples or arguments that detract from effectiveness of delivery 5 points	Major issues with organization; arguments lack cohesion; slides out of place; confusing sequence of information 3 points	Little to no effort in organization evident; student lacks discipline in crafting presentation 0 points
Presentation	Student uses slides effectively as talking points; student makes eye contact, speaks effectively with passion and purpose; clear voice 8 points	Student relies on slides for most of speaking content; images/text distract from presentation; brief lapses in eye contact, speaking (fillers), clear voice 5 points	Student simply reads off slides or shows nonchalance in presentation; little to no preparation evident in final presentation 3 points	Student demonstrates an oppositional attitude toward assignment; student refuses to present 0 points
Critical Thinking/ Analysis	Student shows higher-order thinking skills that integrate various ideas beyond superficial observations into coherent theses; evaluation of Foster is thoughtful and critical; innovative ideas explored; AP level thinking that stresses function and evaluation of literary devices 6 points	Student provides a few sophisticated arguments that reach beyond what non-literary thinkers would consider; bulk of arguments are obvious; evaluation of Foster may lack a degree of critical thought or be reverent to his ideas 4 points	Student shows major lapses in critical thought or an abundance of superficial topics or observations; function of motifs are not discussed; nearly all arguments are obvious, or risks aren't taken in analyses 2 points	Critical thought is not representative of college work; superficial applications without; little to no analysis or evaluation of ideas; thought is unoriginal or bland 0 points
Collaboration (presentation and evaluations)	Group splits workload easily; coherence in presentation between members; evaluations suggest effective team member 8 points	One or two students speak more or demonstrate more effort in final product; evaluations suggest unequal distribution of work slightly beyond expectations 5 points	One or two students dominate in creation and execution of final presentation based on final product as well as evaluations 3 points	It is obvious through presentation and evaluations that the student did not contribute in a manner befitting of AP caliber students 0 points

Time penalties: _____ MLA Citations: _____ / 5 Evaluation (on back): _____ / 5 Total Score: _____ / 50

Comments:

Presentation Evaluation Form

For each of the following categories, rate yourself and your group members according to the following scale: 1 (none) to 7 (a great deal). Please list comments below each group member as well. Be honest and candid.

Myself: _____

Contributed Meaningful and Insightful Ideas	1	2	3	4	5	6	7
Compromised and Collaborated	1	2	3	4	5	6	7
Contributed to Group Work Equally (Didn't Slack or Dominate)	1	2	3	4	5	6	7
Overall Evaluation of Contribution to Group	1	2	3	4	5	6	7

Please describe your role in creating the final product:

Your grade for yourself (A-F): _____ Explain:

Group Member 1: _____

Contributed Meaningful and Insightful Ideas	1	2	3	4	5	6	7
Compromised and Collaborated	1	2	3	4	5	6	7
Contributed to Group Work Equally (Didn't Slack or Dominate)	1	2	3	4	5	6	7
Overall Evaluation of Contribution to Group	1	2	3	4	5	6	7

Please describe this person's role in creating the final product:

Your grade for the group member (A-F): _____ Explain:

Group Member 2: _____

Contributed Meaningful and Insightful Ideas	1	2	3	4	5	6	7
Compromised and Collaborated	1	2	3	4	5	6	7
Contributed to Group Work Equally (Didn't Slack or Dominate)	1	2	3	4	5	6	7
Overall Evaluation of Contribution to Group	1	2	3	4	5	6	7

Please describe this person's role in creating the final product:

Your grade for the group member (A-F): _____ Explain:

Group Member 3: _____

Contributed Meaningful and Insightful Ideas	1	2	3	4	5	6	7
Compromised and Collaborated	1	2	3	4	5	6	7
Contributed to Group Work Equally (Didn't Slack or Dominate)	1	2	3	4	5	6	7
Overall Evaluation of Contribution to Group	1	2	3	4	5	6	7

Please describe this person's role in creating the final product:

Your grade for the group member (A-F): _____ Explain: