

Group Presentation Marking Scheme*

Marked out of 20

1. **Clarity:** in addition to simply being able to hear each of you, clarity will be graded upon how clearly we can understand the points you are raising. For example, what you quotations you choose to focus on should make logical sense in the presentation and be clearly explained rather than speaking for themselves (for quotations cannot do this). Put quite simply, how well can we hear you *and* your ideas/perspective?

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2. **Comprehension:** have you grasped the main argument(s) of the secondary text(s) and applied them in an appropriate manner to the primary text assigned? Are you using specific examples and passages from the secondary reading, which are applied effectively, and either augmenting or questioning them adequately? This isn't to say that you need to write an essay and provide the class with a fully formed argument (that is absolutely **not** what this assignment is about), but you should demonstrate an understanding of the material in your presentation and your questions (read: approach) should be appropriate.

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3. **Class discussion:** you are not graded on what the class says, but you will be graded on how well you stimulate class discussion. **Do not be worried if nobody automatically answers a question;** instead, take a breath, wait a bit, and then rephrase or add to it. You will also be graded on the quality of your questions and your ability, as a group, to improvise off of what others say and offer new questions or takes to prompt further discussion. If you feel as though this portion was not satisfactory, then you have the option of submitting a written, one page piece (following the assignment guidelines outlined in the course syllabus) detailing how you would have restructured the discussion in light of classmates' comments.

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4. **Analysis and approach:** I recommend that you provide some notes (point form is fine) to me afterwards. You need not get to everything you have planned to discuss, but additional, valid ideas can raise your mark. Creativity can also factor into this portion. Your game plan does not have to be fully deployed, nor does it have to be detailed, but it should be clear from your presentation that you have some ideas prior to your presentation.

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Time:

The group presentation should be around twenty minutes. More than thirty minutes might be a bit excessive.

Group dynamics:

Each person (obviously) should have read the material ahead of time for group meetings and should come prepared with ideas to contribute. Competing views or takes on an article are encouraged (this makes for good discussion); however, a lack of a view on an article or poem is discouraged (this makes for no discussion). Groups are encouraged to keep records of group meetings (who attended) in case any problems arise. In the event that a group member has not been contributing sufficiently to the presentation, a deduction in the individual's grade will be made, at the discretion of the instructor.

Creativity:

Creativity can range from a handout to media clips, media references, or something more "out there." Creativity is not necessary for this assignment, and although it is encouraged, it must be relevant and clearly assist us in comprehending the intersections between the texts in an effective and analytic manner. For example, if we were studying *Great Expectations* in conjunction with an article on industry and you decided to host a Victorian tea party, there should be a very clear and good reason for why we are drinking tea—no matter how good it tastes.

* Thanks to Mark Kaethler for allowing me to adapt his marking scheme.