

ENG3030 – Presentation (video)

Prepare a comprehensive presentation of a topic agreed with your teacher and make it into a video.

The topic should fit into the timeline of events being discussed in class.

It should offer a stimulating, well informed and original analysis and discussion, providing a brief summary on the context and how the particular event fits into this context. It should show understanding of the topic, presenting a very clear, critical, specific and perceptive description of events from different points of view.

There should be evidence of substantial research (references should be provided either at the end of the video or as an additional document).

How the data is presented is also very important: grab your audience's attention, build it up and keep them engaged until the end. You can use music, subtitles, good photos, text, voice-over, etc. to make it attractive.

You will be working in groups of two or three.

Length	3 minutes per person
Format	In groups of 2 or 3 prepare a presentation and distil it into a video
Type of question	An explanation and description of a historical event, figure, work of art or series of events.
Criteria	<i>(Please refer to the Appendix – presentations - for relevant details)</i> Content (70%): Correction of content Critical thinking shown in controversy of questions Depth shown in the answers Logical links to other events Links to events covered in class Others (30%) Grammar and spelling (if written text used) Clarity of delivery (if speech in video) Attractiveness of final product Integration of various contents
	To be uploaded to both Facebook (if possible) and to the Forum 'videos'

Appendix:

Assessment criteria and performance levels for Presentation

Grade	Description
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A	<p><u>Content:</u> The presentation offers an extremely stimulating, well informed and original analysis and discussion. It reveals an excellent understanding of their topic, and presents a very clear, critical, specific and perceptive description of events. There is evidence of substantial research. The macro-level organisation of the presentation is very clear and logical. The group members work very well together. The different parts of the video are well integrated.</p> <p><u>Speech:</u> The presenter is able to communicate his/her information and ideas very fluently and confidently. His/her style and tone are highly appropriate. Grammar and vocabulary are mostly accurate. The presenter is able to use a wide range of structures and possesses a rich vocabulary. Pronunciation is fully comprehensible.</p> <p><u>Visuals:</u> The overall design is excellent, integrating different mediums. The visuals are attractive and relate to the content.</p>
B	<p><u>Content:</u> The presentation offers an interesting and well informed analysis and discussion, but lacks originality and depth. It reveals a good understanding of the topic, and highlights a number of well known events but without much depth or critical analysis as to their relationship. The presentation indicates that the team members have researched the topic fairly thoroughly. The macro-level organisation of the presentation is generally clear and logical. The group members work well together. The different parts of the presentation are generally well integrated.</p> <p><u>Speech:</u> The presenter is able to communicate his/her information and ideas fairly fluently and confidently. His/her style and tone are generally appropriate. Grammar and vocabulary are generally accurate, and such errors that occur do not impede the communication of meaning. The presenter is able to use a range of structures and possesses a good vocabulary. Pronunciation is generally comprehensible and such errors that occur are non-intrusive.</p> <p><u>Visuals:</u> The overall design is very good, integrating a range of mediums, although it would benefit from either music/text or speech. The visuals are attractive and relate somewhat to the content.</p>
C	<p><u>Content:</u> The presentation contains some interesting points, but, for the most part, the content is somewhat pedestrian and unoriginal. It reveals a satisfactory understanding of the topic, and highlights several obvious events without depth or critical thinking. The presentation indicates that the team members have done some basic research, but have made no effort to explore the topic in depth. The macro-level organisation of the presentation is satisfactory, but links between the different sections are not always clear and logical. The group members work together, but there are occasional moments of confusion and disorganisation. The different parts of the presentation are fairly well integrated.</p> <p><u>Speech:</u> The presenter is able to communicate his/her information and ideas, although there are times when clarity, fluency and confidence are lacking. The presenter makes numerous mostly minor errors, some of which impede the communication of meaning, and he/she uses a somewhat limited range of grammatical structures and vocabulary. His/her style and tone are sometimes inappropriate. Pronunciation is comprehensible, but contains some intrusive errors.</p> <p><u>Visuals:</u> The overall design is good, integrating two mediums, although it would benefit from either music/text or speech. The visuals are not always relevant to the content.</p>
D	<p><u>Content:</u> The content of the presentation is superficial, pedestrian and unoriginal. It reveals a limited understanding of the topic and fails to highlight key events. There is little evidence of research. The macro-level organisation of the presentation is neither clear nor logical. The group members do not work together very effectively, and there are numerous moments of confusion and disorganisation. The different parts of the presentation are not very well integrated.</p>

	<p><u>Speech</u>: The presenter is hesitant, disorganised and lacking in confidence. He/she makes numerous errors, many of which impede the communication of meaning, and he/she uses a limited range of grammatical structures and vocabulary. His/her style and tone are often inappropriate. Pronunciation is at times incomprehensible.</p> <p><u>Visuals</u>: The overall design is barely adequate, using just one medium (usually text). No visuals are used or if they are they are hard to follow.</p>
F	<p><u>Content</u>: The content of the presentation is scant, irrelevant or inaccurate. There is no evidence of research. The presentation is totally disorganised. The group members do not work as a team.</p> <p><u>Speech</u>: The presenter is entirely lacking in clarity, fluency and confidence. He/she makes many serious errors and uses a very limited range of grammatical structures and vocabulary. His/her style and tone are wholly inappropriate. Pronunciation is mainly incomprehensible.</p> <p><u>Visuals</u>: The overall design is not acceptable, using just one medium (usually text). Visuals, if any do not relate to the content.</p>
<p>Fine grades within each category (A+, A / B+, B / C+, C / D+, D) will be used to reflect different levels of performance. An F grade could also be awarded for 'disciplinary' reasons such as plagiarism or other forms of academic dishonesty, or failure to satisfy programme or subject-specific requirements.</p>	

