Reading Projects & Presentations: Going After Cacciato

Assessment Rationale and Directions:
As the closing assessment for our second unit, you are developing a traditional, lecture-style presentation that reflects your understanding of Going After Cacciato. These projects are individual analytical oral presentations of 4-5 minutes in length. Be sure to lead-off with a statement of your presentation’s purpose and an analytical thesis statement, like any analytical essay would.

Please note: an artifact the likes of which you developed and presented for the “Alice” projects is highly recommended for your official Individual Oral Presentation (IOP), but although a creative artifact allows you to explore your choice of text(s) in a creative and personally insightful way that lends itself to a scoring advantage for Criterion A of the IOP scoring rubric, an artifact is not required, and, in fact you can score well without an artifact if you deliver your IOP strongly in accordance to Criteria B and C. Conversely, it is possible to score poorly on the IOP with a creative artifact if you do not establish an effective and engaging presence with your audience (Criterion B) or if your language (Criterion C) is undeveloped and unaffected.

The appropriate use of presentation tools such as Prezi or even PowerPoint is important for scoring well on Criterion B. Yes, you may need to use Prezi or PowerPoint for your official IOP if you taking a more creative approach with an IOP artifact, but although a creative artifact allows you to explore your choice of text(s) in a creative and personally insightful way that lends itself to a scoring advantage for Criterion A of the IOP scoring rubric, an artifact is not required, and, in fact you can score well without an artifact if you deliver your IOP strongly in accordance to Criteria B and C. Conversely, it is possible to score poorly on the IOP with a creative artifact if you do not establish an effective and engaging presence with your audience (Criterion B) or if your language (Criterion C) is undeveloped and unaffected.

So, with that said, you will not develop an artifact component for this presentation. Your focus this time will be on your continued practice with “Criteria B: Presentation” and your practice with “Criteria C: Language.” This time, practice your public speaking skills – specifically how you can deliberately affect an audience with your oration, with your mindfulness of physical proximity, and with your use of non-verbal communication cues, such as gesturing for example. In order to practice engaging your audience effectively with the use of Prezi or PowerPoint in accordance with Criterion B, you are required to develop a Prezi of PowerPoint presentation to accompany your lecture on one of the following prompts below. Please see the attached notes on how to appropriately and effectively utilize Prezi or PowerPoint presentation in a professional and engaging manner.

Presentation Challenges:
• Focus on stating your thesis statement clearly and concisely. Make sure your thesis is easily recognizable as a thesis, and that it is to the point.
• Memorization is not a requirement; however, giving the illusion of delivering your presentation from mostly memory is a challenge I am issuing to you. Use notecards, but write only key points on the cards. Do not write entire paragraphs on the cards. You are not to read off of notecards or sheets of paper. If you do this, you will score very poorly on the “Criteria B: Presentation” portion of the rubric (on back) and it will severely hamper your score for “Criteria C: Language,” as your voice will be directed at the paper in front of your face, not towards your audience.
• Move around your “stage.” Be aware of your physical proximity to your audience and deliberately engage your audience with this proximity in mind.
• Make constant eye contact with all of your audience; make sure you scan your eyes at all times.
• Remember, the choices you make in regards to your audibility, your eye contact, your gesturing, your diction choices, your tone, and your syntax should be deliberately considered for effect in regards to your audience.
• Utilize a Prezi or PowerPoint slide show appropriately and effectively.

Prompt:
A) Focusing on one or just a small number of specific passages from Going After Cacciato, identify textual evidence in the novel with which to develop a presentation that demonstrates how Tim O’Brein’s novel conveys a theme relating to…
   (Choose only one):
   1. Cowardice
   2. Self-Preservation
   3. Trauma
   4. Escape or Transcendence

B) Then, expand on your presentation by connecting the theme you are examining to Lewis Carrol’s Alice’s Adventures in Wonderland or Through the Looking Glass

Presentation Rubric on Back:
Criterion A: Knowledge and understanding of the work(s)
How much knowledge and understanding does the student show of the work(s) used in the presentation?

Marks Level descriptor

0 The work does not reach a standard described by the descriptors below.
1–2 There is little knowledge or understanding of the content of the work(s) presented.
3–4 There is some knowledge and superficial understanding of the content of the work(s) presented.
5–6 There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented.
7–8 There is very good knowledge and understanding of the content and most of the implications of the work(s) presented.
9–10 There is excellent knowledge and understanding of the content and the implications of the work(s) presented.

Criterion B: Presentation – 70% of This Project
How much attention has been given to making the delivery effective and appropriate to the presentation?
To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)?

Marks Level descriptor

0 The work does not reach a standard described by the descriptors below.
1–2 Delivery of the presentation is seldom appropriate, with little attempt to interest the audience.
3–4 Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience.
5–6 Delivery of the presentation is appropriate, with a clear intention to interest the audience.
7–8 Delivery of the presentation is effective, with suitable strategies used to interest the audience.
9–10 Delivery of the presentation is highly effective, with purposeful strategies used to interest the audience.

Criterion C: Language – 30% of This Project
How clear and appropriate is the language?
How well is the register and style suited to the choice of presentation? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the presentation.)

Marks Level descriptor

0 The work does not reach a standard described by the descriptors below.
1–2 The language is rarely appropriate, with a very limited attempt to suit register and style to the choice of presentation.
3–4 The language is sometimes appropriate, with some attempt to suit register and style to the choice of presentation.
5–6 The language is mostly clear and appropriate, with some attention paid to register and style that is suited to the choice of presentation.
7–8 The language is clear and appropriate, with register and style consistently suited to the choice of presentation.
9–10 The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation.

Grade Calculation:

Presentation (Criterion B): 

\[ \text{marks} \times 7 = \frac{\text{marks}}{70} \]

Language (Criterion C): 

\[ \text{marks} \times 3 = \frac{\text{marks}}{30} \]

\[ \text{marks} \times 100 \]

NAME: ______________________________
1. PowerPoint, when displayed via a projector, is a useful tool for showing audiences things that enhance what the speaker is saying. It is a useful tool for illustrating the content of a speech, such as by showing photos, graphs, charts, maps, etc., or by highlighting certain text from a speech, such as quotations or major ideas. It should not be used as a slide-show outline of what the speaker is telling the audience.

2. Slides used in a presentation should be spare, in terms of how much information is on each slide, as well as how many slides are used. A rule of thumb is to put no more than eight lines of text on a slide, and with no more than eight to ten words per line. In most cases, less is more, so four lines of text is probably better. Don’t display charts or graphs with a lot of information—if it’s useful for the audience to see such things, pass them out as handouts.

3. Unless you’re an experienced designer, don’t use the transition and animation “tricks” that are built into PowerPoint, such as bouncing or flying text. By now, most people roll their eyes when they see these things, and these tricks add nothing of value to a presentation.

4. Above all, use high-contrast color schemes so that whatever is on your slides is readable. Unless you are a talented graphic designer, use the templates that come with PowerPoint or Keynote, and keep it simple—high concept design in a slide presentation doesn’t help in most circumstances, unless you’re in the fashion or design fields. If you use graphics or photos, try to use the highest quality you can find or afford—clip art and low-resolution graphics blown up on a screen usually detract from a presentation.

5. Rehearse your PowerPoint presentation and not just once. Don’t let PowerPoint get in the way of your oral presentation, and make sure you know how it works, what sequence the slides are in, how to get through it using someone else’s computer, etc. Make sure that you can deliver your presentation if PowerPoint is completely unavailable; in other words, make sure you can give your speech without your PowerPoint presentation.

6. Get used to using black slides. There are few speeches that need something displayed on the screen all the time. If you include a black slide in your presentation, your audience will refocus on you, rather than on the screen, and you can direct them back to the screen when you have something else to show them. Put a black screen at the end of your presentation, so that when you’re done, the PowerPoint presentation is finished and off the screen.

7. Concentrate on keeping the audience focused on you, not on the screen. You can do this by using slides sparingly, standing in front of the audience in a way that makes them look at you, and, if possible, going to the screen and using your hand or arm to point out things on a slide. If you expect to be using PowerPoint a lot, invest in a remote “clicker” that lets you get away from the computer and still drive your presentation. If you don’t have one of those, it’s better to ask someone to run the presentation than to be behind a screen and keyboard while you talk.

8. If you show something on a computer that requires moving the cursor around, or flipping from one screen to another, or some other technique that requires interaction with the computer itself, remember that people in the audience will see things very differently on the projection screen than you see them on the computer screen. Keep motion on the screen to a minimum, unless you’re showing a movie or a video. It’s better to show a static screenshot of a Web page, embedded on a slide, than to call up the Web page in a browser on a computer. If you want to point out something on a Web page, go to the screen and point at it—don’t jiggle the cursor around what you want people to look at: their heads will look like bobble-headed dolls.

9. Don’t “cue” the audience that listening to your speech means getting through your PowerPoint presentation. If the audience sees that your PowerPoint presentation is the structure of your speech, they’ll start wondering how many slides are left. Slides should be used asynchronously within your speech, and only to highlight or illustrate things. Audiences are bored with oral presentations that go from one slide to the next until the end. Engage the audience, and use slides only when they are useful.

10. Learn how to give a good speech without PowerPoint. This takes practice, which means giving speeches without PowerPoint. Believe it or not, public speaking existed before PowerPoint, and many people remember it as being a lot better than it is now. A few people use presentation software in extremely effective ways—Steve Jobs and Stanford Law Professor Lawrence Lessig are two examples. Al Gore’s use of Keynote in the movie “An Inconvenient Truth” was a good model. But these three examples don’t look at all like the way most people use PowerPoint. Avoiding bad PowerPoint habits means, first and foremost, becoming a good public speaker.