

Independent Reading Group Presentation (50 points Individual / 50 points Group)
Presentations begin: Monday, December 8th

In reading groups, students will give a presentation to the class on their group's book. The goal of the presentation is to inform but also to engage the class. Talks can take any form students want and can be organized in any way that makes sense as long as the talk covers the topics listed below:

1. **Introduction to the Book & Group's Reactions to it** – THIS IS NOT A SUMMARY OF THE PLOT!! To begin the presentation, one student should give the class a brief introduction to the book, what it was about (without ruining it by giving everything away but a good sense of the story, point, etc.). The introduction should also capture what the group thought of the book, specifically what they liked and didn't like and why, whether or not the book is recommended. The introduction should also preview the presentation: who is going to talk about what.

After the introduction, the order of topics is up to each group:

2. **The author and / or critical response to the book (could be one or two topics)** – Students will provide a reasonably detailed biographical sketch, in their own words not copied from a source, of the author based on two selection criteria: interest level for the class and connection to the events in the book. Students should also include other books the author wrote and what, briefly, they were about. Students can also talk about what the critical response to the book was including awards, reviews, etc. If the book was made into a film, students could discuss critical response to the film as well.
3. **Major motifs / themes in the book** – Based on discussion, students should come up with two, three, or more different motifs (patterns of ideas or images) they noticed in the book with two or more examples that illustrate each. **For at least one of these motifs, students should argue a theme, an interpretation of what the book is saying ABOUT that particular motif.** Note: Both the motifs and the developed theme(s) should be SPECIFIC TO THIS BOOK, not rehashed topics from books that we have read (i.e, claiming motifs of loneliness, friendship, violence, wealth, etc.).
4. **Significant passages from the book** – Students should choose two or three passages to share and analyze with the class. These passages can be significant for a number of reasons:
 - (a) They are philosophically interesting and / or connected to the theme(s) of the book.
 - (b) They reveal something important and interesting about a major character.
 - (c) They represent the author's style of writing which may include his/her sense of humor, descriptive tendencies, use of symbolism, flashback or foreshadowing, anything that really captures what the book was like to read.
 - (d) They represent a particularly intense moment in terms of conflict, an exciting or dramatic moment in the story (but not the ending!)
5. **An Artistic Representation of the Group's Impression of the Book** – Based on what the group members each talk about, the group or a member thereof needs to create an artistic representation of some aspect of the book. This should not be a blow up of the cover or a picture of the author! The art work needs to be original and connect in some interesting way to the CONTENT of the

presentation. **It needs to be shown and explained as part of the presentation.** The artistic representation can take any form the group wishes including but not limited to: a painting or drawing, a diorama or sculpture, a collage, a piece of student-created writing (poem, song, SHORT story, imitation of or parody of author's style, monologue or dialogue), or a performance either done live or on video).

Evaluation: Each group will receive an evaluation based on the overall flow of the presentation and the overall quality of the content. Each student will receive an evaluation based on their part of the presentation, which will include content, structure and speaking mechanics (eye contact, delivery, body control). Other than reading passages, no part of the presentation will be read.

Evaluation Rubric for Independent Book Presentation

	EX	VG	GD	AV	BA	PO
<p>Organization & Structure (20%)</p> <ul style="list-style-type: none"> * Previews structure of talk clearly *Body is structured intelligently based on subject *Transitions between each major section/speaker *Has a planned out, thoughtful closing *Falls within the required time of 8-12 minutes 						
<p>Content Coverage (40%)</p> <p>Overall the presentation demonstrates a thoughtful and detailed understanding of the book read and effectively covers each of the required areas:</p> <p>Introduction / Group Reactions</p> <p>Author Biography and/or Critical Response</p> <p>Major Motifs of the Book</p> <p>At Least One Developed Thematic Idea</p> <p>Significant Passages from the Book</p>						
<p>Artistic Component (40%)</p> <p>Artistic component demonstrates significant effort and creativity, is large enough to be seen and is effective in reinforcing the content of the presentation.</p>						
<p>TOTAL (50 points)</p>						

NOTES:

Evaluation Rubric for Individual Role in Researched Presentation

	EX	VG	GD	AV	BA	PO
<p>Content of Individual Portion of Presentation (40%)</p> <p>Student’s portion of the presentation fulfills the requirements of the assignment and demonstrates both an understanding of the book’s content as well as careful planning and original thinking.</p>						
<p>Individual Contribution to the Presentation and to the Planning and Preparation (40%)</p> <p>Based on individual’s role in the presentation as well as teacher observations and feedback from other group members during the planning stage, the student used the research time and meetings effectively, contributing to the efforts of the group and “pulling their weight.”</p>						
<p>Speaking Mechanics (20%)</p> <p>The student demonstrated good speaking in the presentation, making eye contact with audience and speaking naturally rather than reading. Student speaks loudly enough and clearly enough to be easily understood. The student was clearly prepared and had rehearsed their part.</p>						
<p>TOTAL (50 points)</p>						

NOTES:

Peer/Self Evaluation Sheet

For each member in your group, **INCLUDING YOURSELF**, indicate a rating (excellent, very good, good, average, below average, poor) that represents the member's contribution to the discussion, planning, organization, and execution of your group's project. (Remember, I SAW what was done in class). Justify your rating by **SPECIFICALLY** arguing, **with evidence**, why the member deserves the rating you gave. Use the back if necessary. **Note: Unreasonably high or low ratings that are not justified will be discounted.**

Member: _____ Rating (circle one) EX VG GD AV BA PO

Justification - Specifically why this member deserves this rating:

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