Objective:

Together with a peer, please select one assigned novel to research. In short, your task is to serve as experts on that novel’s contents, composition, and reception. To do so, you will:

1. Compile an annotated bibliography of six (minimum) scholarly sources. We’ll study several models in the near future. Here’s a suggestion as to the types of sources you might consult:
   a. Auto/biography – 2
   b. Criticism – 6; aim for a mix of old (Victorian) and new (20th-21st century).

Remember that your Norton Anthology (Victorian volume) intro; novel introductions, bibliographies, appendices, and Bedford (Jane Eyre) volume offer tons of valuable source information. For each source you select, you will write a one-paragraph annotation that briefly summarizes, evaluates, and suggests relevance: why is the source important to our understanding of the novel? Your document will likely total approx. 5-6 typed pages.

2. Synthesize and condense your findings into a 15-20-minute Power Point presentation for the class. Engage your audience; do what you must to keep us interested.

3. Conduct a 10-15 minute focused discussion of the novel. You may list discussion questions in Power Point, if you like, or have us circle up. It’s up to you. Suggestions:
   a. Direct our attention to specific passages in the novel. Read them aloud (or make peers read them aloud), with feeling ☺, then ask a thoughtful, relevant question.
   b. Turn our attention to a passage from a critical essay that you particularly like or dislike; ask for our response. Alternatively, recall the critical perspectives you learned in ENG 240-250, and use them!
   c. Aim for a balance of broad and specific questions (by “specific,” I mean grounded in particular sections of the novel)
   d. If your group’s novel is one for which film adaptation(s) exist, feel free to use them briefly during your discussion. i.e., You could play a clip and ask us to analyze it. If you choose to play a clip, please tell us beforehand what we should pay attention to (i.e., why are you showing us this specific clip?).

Important Notes:

1. Before class on the day of your presentation, please post your bibliography and Power Point files to D2L / Dropbox.
2. Be aware of TIME restraints. Most often, groups who either fall short of or exceed the time limit are groups who didn’t rehearse ahead of time. Practice and collaborate! You will undoubtedly earn a higher grade on this assignment if you and your peers meet and practice presenting the material at least once.

Due Dates & Grading:

Presentations will take place at the beginning of class as indicated in bold throughout the syllabus. They are worth 15% of the total course grade and will be assigned a letter grade (see course syllabus, p. 3, for scale) according to the criteria listed on reverse. Please note: I will
consider your individual contribution when grading your group’s performance. This means that not all group members will earn the same grade.

ENGLISH 431 Small Group Presentation Evaluation Form
Kalata, Fall 2016

STUDENT NAME & TOPIC: ____________________________________________________________

Individual Performance

__________ (out of 30 points)

Assesses the student’s equal participation, preparation, & knowledge of material, as well as vocal projection and enunciation, eye contact, posture, and professionalism

Comments:

Group Performance

Content

__________ (out of 50 points)

Assesses the group’s ability to
• communicate thoughtful, thorough knowledge of the novel’s composition and reception
• discuss a history of critical responses to the novel
• express authoritative knowledge of the novel’s contents (plot, character, etc.) and author (biography)
• compile a properly formatted, clear, and accurate annotated bibliography of six scholarly sources, each of which informs the presentation in some meaningful way
• briefly summarize, evaluate, and offer connections among sources
• properly document sources within slides (parenthetically) and at the end of the presentation (bibliographically)
• facilitate thoughtful discussion about the text, posing questions that avoid the obvious and focus on ambiguities, problems, and/or complexities worth discussing

Comments:

Delivery

__________ (out of 20 points)

Assesses the group’s ability to collaborate, be creative, transition smoothly, avoid repeating one another, maintain audience interest, and satisfy the suggested time limit

Comments:
Name: __________________________________ Presentation Topic: ____________________________

Please rate the following qualities of your group members on a scale of 1 to 5:

1. Group members were good communicators: all texts, e-mails, phone calls, etc. received considerate and timely replies; group interactions were professional and respectful.

   1   2  3  4  5
   Strongly disagree Disagree Neutral Agree Strongly Agree

   Comments:

2. Each group member contributed equally to the presentation.

   1   2  3  4  5
   Strongly disagree Disagree Neutral Agree Strongly Agree

   Comments:

3. Group members provided useful, high-quality ideas.

   1   2  3  4  5
   Strongly disagree Disagree Neutral Agree Strongly Agree

   Comments:

4. The attitude of group members was generally positive; group members avoided non-constructive criticism of others in the group.

   1   2  3  4  5
   Strongly disagree Disagree Neutral Agree Strongly Agree

   Comments:

5. Group members routinely used time well in order to get things done; the group did not have to adjust deadlines or responsibilities because of any single member’s lack of involvement.

   1   2  3  4  5
   Strongly disagree Disagree Neutral Agree Strongly Agree