You and your group will create a **short** **presentation** and **lead discussion** on an author/work of your choosing. You will be in charge of leading the class period for 50 minutes on this day. The presentation component should include any basic relevant information on your author, background information on the topic, additional perspectives on the issue, and so forth. You should also think of creative ways to engage your audience.

You will also craft **at least five detailed discussion questions**. Keep in mind that the goal of this assignment is to initiate a discussion about a piece of writing from a rhetorical perspective. What is the argument? How is the argument being made? What appeals and rhetorical strategies does the author use? How does medium/text shape the content of the work?

In addition, each member of the group will submit a **2-page essay** reflecting on how your research has informed your understanding of the text, your experience putting together and delivering the presentation, and how your group worked together. The grading on this assignment will be part-group, part-individual.

Keep in mind—our aim is not to debate the issue itself, but rather, to discuss how rhetoric surrounds and helps shape the issue.

**PLANNING YOUR PRESENTATION – CONTENT/RESEARCH**

* You may provide: relevant information regarding the author’s background and other published works, additional perspectives on the issue from other credible sources, a brief summary or play-by-play of the essay itself, additional research on anything that the author mentions or alludes to, and anything else you deem relevant to our conversation. Do your best to find a wide range of sources and views on the topic. *Your job is to help us think about how, within the context of the broader discussion, your author uses rhetoric to shape the discussion in a specific way.*
* Every presentation should also include a leading discussion component, where you lead class in a discussion of the rhetorical elements of the text. Please remember to pick specific passages that you find interesting or important, or allow the class to do so.
* Photographs, handouts, images, short videos, and recordings (for instance, of the author reading a portion of their work or talking about their work) may all be utilized.
* **Important note on citation:** Your presentation should draw upon *at least* 5 credible sources. These may include: official author website, news articles from reputable sources, books, magazine articles, government websites, etc. Your presentation should clearly cite any information and quotations from sources in the body of the slide and should have a separate works cited page formatted using MLA or APA.

**DISCUSSION QUESTIONS & LEADING DISCUSSION**

* Your group is expected to produce at least five in-depth discussion questions. By “in-depth” I mean they should be short, paragraph-length discussion questions that provide context, connect ideas to one another, and lead us in thought-provoking directions regarding the material. These five questions need not all be asked, but you should have at least five prepared for the presentation and listed in a PowerPoint or on a handout.
* Consider how you’d like the class to respond to your discussion questions, and at what point during the presentation you’d like to ask them. You may ask the class to conduct a short, 5-minute freewrite, briefly chat with a partner, work in small groups, and/or pose the questions directly to the class. You can intersperse discussion questions throughout your presentation or you can leave them for the conclusion of your presentation.
* When writing discussion questions, anticipate responses. How do you think your peers will react to this material? What do you think they will find most interesting or relevant? Doing so will help you craft your discussion questions.
* Think of yourself as a facilitator in the process of leading discussion on your questions. Your job is to direct the conversation (not expound upon your own ideas) and allow for everyone’s voice in the class to be heard. Please be gracious and kind.
* **Note on being an audience member:** remember to do your best to participate when your peers ask their discussion questions and run activities. If you haven’t already, you will soon be in their shoes. Maintaining a positive, welcoming, and rigorous class environment is everyone’s job.

**PLANNING YOUR PRESENTATION – ORGANIZATION & TOOLS**

* Figure out in advance how you can best use the classroom setting to your advantage. Set up chairs, table(s), the podium, electronic equipment, sound (etc.) to facilitate your presentation. You might also print a handout for the class, set up stations, or use another method of engagement.
* Consider using power-point or some other visual presentation device.
* Think about order, structure, and purpose. What will you direct our attention to first? Last? What story will you tell about the material? What would you like to bring to our attention?
* Prepare more information/questions than you need to reduce anxiety about filling the time.

**ESSAY REQUIREMENTS**

* This portion of the assignment is individual, and requires that you reflect on the process of preparing for and delivering your presentation.
* Your paper may address any of the following questions:
  + What was challenging about the research process? Did the research process go differently than expected? Was there any information that was particularly difficult to find or understand? What sources did you find most useful? Least useful? Most/least accessible? Most/least interesting? How does your new knowledge about the text help shape your understanding of the issue?
  + Discuss the process of preparing for and giving the presentation. What challenged you? What proved easier than you thought? How did your group work together? What was your contribution?
* Your paper should be 2 pages, double-spaced, Times New Roman or comparable 12 ppt. font, 1-inch margins on all sides.

**ADDITIONAL CONSIDERATIONS**

* What role does the author play in the piece? Are they distant or very present? How does the author build credibility/their ethos?
* How does the author integrate research? When? Why? What other narrative techniques do they employ? How does the piece begin and end? How is storytelling used, and to what end?
* What differences/similarities can you draw between your essay and others we have read?
* Don’t forget about: titles and subtitles, images and artwork associated with the text, first lines/last lines, terms and definitions, specific paragraphs and sentences.
* As you prepare for your presentation, be sure to: read your essay more than once, take notes, and look up unfamiliar terms or concepts.

**DUE DATES**

* Your presentation should be completely ready to go at the beginning of the class period on the day you’re scheduled to present. Please have one group member submit any power-points, prezis, handouts, etc. to our course site by midnight on the day before you present. Please also email me your presentation prior to class.
* Your 2-page essay should be submitted to our course site by midnight on the day you present.