

Presentation Grading Checklist:

Requirement	Notes	Points
Provide at least one fact not mentioned in the book about the author, and describe the source of this information.		1
Identify a likely audience for the piece.		1
Identify the author's likely purpose in writing this piece.		
Identify a thesis for the piece (either explicit or implicit).		1
Give a brief (no more than 1 minute) description of the major plot of the piece.		1
Discuss two major choices made by the writer.		4
Provide a close reading of a paragraph that shows a good example of this type of writing.		3
Knowledgably lead discussion (have at least three discussion questions prepared).		2
Answer questions from classmates.		1

General overview of a good presentation:

1. Introduce the author. Describe (briefly) his or her career, including major awards and publications and anything else that might interest your classmates. Make sure you've read the short interview with the author that follows all of the pieces in the Bedford Reader. Discuss when the work was published and where.
2. Discuss the audience and purpose that the author likely sought for this piece, and, if applicable, discuss how this may have an effect on the writing.
3. If a thesis is stated in the piece, tell us where to find it. If there's no explicit thesis statement, offer a possible statement that you've come up with that describes the major point of the piece.
4. Discuss the plot. Remember, everyone in class has read the story already, so use this as a quick reminder or a way to clarify anything that's confusing in the story. Do not spend more than a minute on this.
5. Use the questions on Writing Strategy in the book to give you an idea of what might be important to discuss in this piece. Some ideas: Talk about why an author made a certain word choice, why she told a story in a certain order, why certain facts were hidden until the end, why there was no dialogue or why there was a lot of dialogue, why there were section headings, why the title was chosen, etc. This will be speculation on your part, yes, but it should be educated speculation.
6. Focus on a single paragraph for a few minutes to show us how the writer has crafted a particularly pivotal scene or point. You might want to use the document

camera in class to put the page up on the screen as you walk your classmates through each sentence.

7. Create at least three questions for discussion that you'd like to hear your peers discuss. Ask these questions, call on others to provide their point of view, and help keep discussion going if it stalls.

8. Leave a minute or two at the end for questions from your classmates, and answer these as best you can (or throw them out for discussion by the whole class).

Other requirements:

These presentations will be informal. You're not expected to create handouts, to use computer presentation software, or to do very much outside reading or research. You do not need to dress up. You may sit or stand at the front of the classroom, and you can use notes as needed.

You may use a credible online source to find more information about the author, and you can even use online sources to find out more about the piece, if you'd like. Please don't use SparkNotes or a similar "read it for me" web site as your only piece of information, and if you do use it, credit it.

- For any outside sources you use, please write a bibliography and turn it in to me at the end of your presentation. For example, for the piece of information I'll provide about Annie Dillard, I went to her official web site. I would provide a citation that looks like this:

Dillard, Annie. "Contact Information." <i>Annie Dillard – Official Website</i> . Annie Dillard.
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2012. Web. January 3, 2013.
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