

Research: Final Presentation and Paper

Contemporary Literature

Book: _____

Name: _____

➤ PowerPoint presentations due _____, must be at least 30 minutes, and must include:

- Brief summary and understanding of the book (between 2-3 minutes)
- Publishing history (why was it written, was it important, how did the public respond, etc.)
- Critical response (has critical opinion changed, e.g., *Huck Finn*, *Catcher in the Rye*, et. al.)
- Exploration and application of five elements from our “Anatomy of a Novel” lecture series
- Bibliography on the final slide
- Total group participation (each member must serve an important function)

Model your discussion on the way in which I have presented similar material throughout the year. Think of your presentation as an arc—introducing the book; explaining its publishing history; placing it in a cultural context; and demonstrating how it fits into the elements of fiction we’ve been exploring all year. The rubric below provides the proper order in which to arrange your presentation. Engage the class. You have a full period; use it effectively. Be here before the bell to set up any necessary materials. Be ready to go at the bell. You’re the teacher. **Return this rubric and a copy of your presentation** by the due date.

RUBRIC				
<i>Novel Introduction</i>	<i>Publishing History</i>	<i>“Anatomy” of Your Novel</i>	<i>Bibliography</i>	<i>Presentation</i>
<input type="checkbox"/> Story Summary <ul style="list-style-type: none"> • Between 2-3 Minutes <input type="checkbox"/> Comprehensive <ul style="list-style-type: none"> • Genre • Story • Theme(s) 	<input type="checkbox"/> Publication Date <input type="checkbox"/> Public Response <ul style="list-style-type: none"> • Why? <input type="checkbox"/> Critical Response <ul style="list-style-type: none"> • Why? 	1. Clearly defines element 2. Demonstrates connection between element and book 3. Forms insights instead of simple observations 4. Includes examples from the book that illustrate/support 5. Uses analogy to break down complex ideas 6. Finds relevance to us <i>Element 1</i> _____ <input type="checkbox"/> Addressed <input type="checkbox"/> Mastered <i>Element 2</i> _____ <input type="checkbox"/> Addressed <input type="checkbox"/> Mastered <i>Element 3</i> _____ <input type="checkbox"/> Addressed <input type="checkbox"/> Mastered <i>Element 4</i> _____ <input type="checkbox"/> Addressed <input type="checkbox"/> Mastered <i>Element 5</i> _____ <input type="checkbox"/> Addressed <input type="checkbox"/> Mastered	<input type="checkbox"/> Five Sources <input type="checkbox"/> MLA Format	<input type="checkbox"/> 30 Minutes <input type="checkbox"/> Visual Aid <ul style="list-style-type: none"> • Clear & Organized • Brief but Relevant • Engaging • Uncluttered <input type="checkbox"/> Collective Participation <ul style="list-style-type: none"> • Collaborative • Well-Paced • Conversational • Elaborative

Group Score: _____ / 25

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RUBRIC				
<i>Formatting</i>	<i>Mechanics</i>	<i>Thesis and Organization</i>	<i>Content and Analysis</i>	<i>Bibliography</i>
<input type="checkbox"/> 1200 word minimum <input type="checkbox"/> Original title <input type="checkbox"/> Proper font and spacing <ul style="list-style-type: none"> • 11 point • Times New Roman • 1.5 Line Spacing • One-Inch Margins <input type="checkbox"/> Proper information, properly formatted in upper left corner (name, course, period), as well as MLA pagination throughout in the header <ul style="list-style-type: none"> • Last Name, Page Number 	<input type="checkbox"/> Spelling <input type="checkbox"/> Punctuation <input type="checkbox"/> Diction <input type="checkbox"/> Syntax <input type="checkbox"/> Grammar	<input type="checkbox"/> Follows prescribed thesis formula below <input type="checkbox"/> Ideas organized into paragraphs with clear topic sentences and smooth and meaningful transitions <input type="checkbox"/> Avoids plot summary, unrelated ideas, or wasteful information	<input type="checkbox"/> Clearly defines element(s) <input type="checkbox"/> Effectively identifies literary devices and uses the language of literature throughout <input type="checkbox"/> Demonstrates connection between elements and book <ul style="list-style-type: none"> • How? • Why? • To What Effect? <input type="checkbox"/> Forms insights instead of simple observations <ul style="list-style-type: none"> • Elaboration • Exploration • Interpretation <input type="checkbox"/> Includes examples from the book that illustrate and support	<input type="checkbox"/> 3 Sources <ul style="list-style-type: none"> • Review 1 • Review 2 • Book <input type="checkbox"/> In-Text Citations <input type="checkbox"/> MLA Format

Thesis Formula:

_____’s use of _____
 author’s name element

in _____ allows _____ to _____ . . .
 book title him/her establish/convey/capture/create

➤ In addition to the rubric requirements, your paper must include:

- Brief summary to orient the reader (only a few sentences, something akin to the blurb on the back of a book)
- Brief publishing history (why was it written, was it important, how did the public respond, etc.)
- Critical response (what was the initial critical opinion, and has it changed?)
- Attention to *all five* elements from our “Anatomy of a Novel” lecture series (though you may be focusing on one primary element as your thesis, the other elements almost always support and help shape that element in some way—to ignore their presence and influence, no matter how minor, is to the interrelated mechanics of writing)
- Bibliography on the final page