

# Quick Facts about the Oral Presentations

- You will present to a **small group** of your peers
- You need to bring enough copies of your handouts to distribute to the other 22 students in our class.
- The other group members **MUST** use the same handout and slide show.
- The presentation accounts for **10%** of your total final class grade
- The group preparation accounts for **5%** of your total final class grade
- You cannot read it (but you can use notes, or an outline)
- **If you are absent on a presentation day, you will forfeit 25% of your presentation grade.**
- Each group must submit a digital and a printed copy of the handout and presentation to Dr. Medina two days before the presentation.

# Oral Presentations

## Objective

Allow every student in the class to present on a topic that will further enrich the educational experience of all class members.

## Dates:

All presentations will take place on Wednesday, November 13, Monday, November 18 & Wednesday, November 20 at the Ekstrom Library room 117A (CLC) during the regular class time from 2:00 - 3:15 pm

**There will be no make up dates.**

**EVERYONE IS REQUIRED TO ATTEND.**

## Procedures

1. We will assemble in six (6) groups of four (4). Each group has already been assigned a presentation topic (see list below).
2. Groups 1 & 2 will present on Wednesday, November 13.
3. Groups 3 & 4 will present on Monday, November 18.
4. Groups 5, 6 & 7 will present on Monday, November 20.
5. Each presentation will last 12-15 minutes, with additional five minutes for questions.
6. **Each presenter will be evaluated on the following**
  - **Handout**
    - **information needed to become acquainted with the topic.**
    - **Answers to the list of questions**
    - **List of bibliographical sources (designed using the MLA style)**
  - **Quality of the presentation content**
  - **Delivery: how effective the student delivers the presentation.**
    - **NO ONE WILL BE ALLOWED TO READ IT. You can use notes (an outline, for instance)**
  - **Visual aids.**
    - There will be notebook computers (or you can bring your own) to allow you to show visual aids: slides, clips, pictures, and so forth.

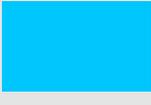
- **Preparation**

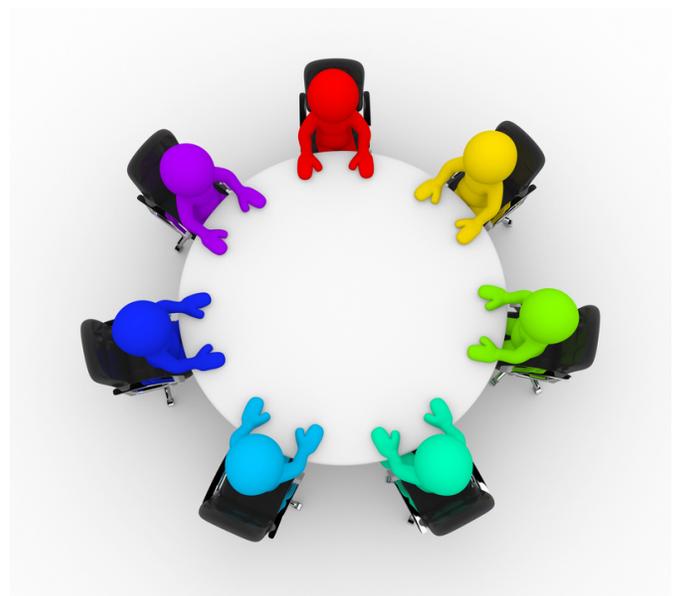
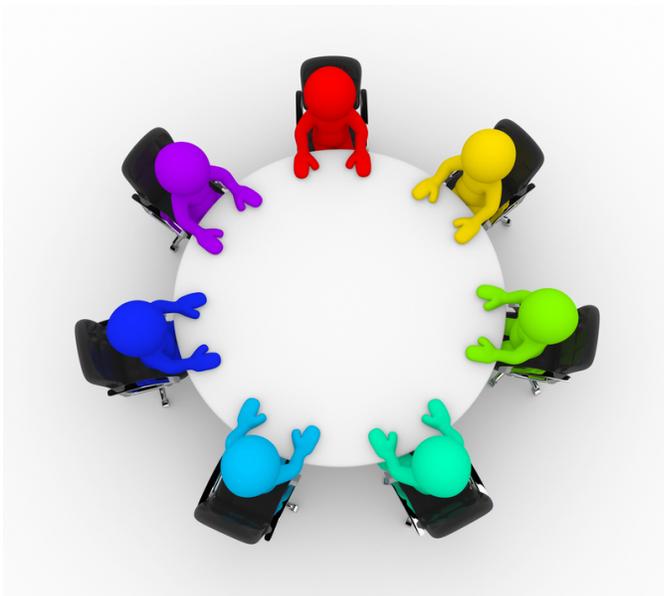
1. **ON MONDAY OCTOBER 14** meet with the other students in your group so you can decide how to present the assigned topic and DIVIDE up the work.
  - A. If you need more than this planning session you will have to organize yourselves and meet again if necessary. This will be the only official class time set aside for planning.
  - B. You don't have to meet in the classroom. But, it will be available if needed.
  - C. I will not supervise the planning section but I will be more than glad to provide guidance and help.
2. Each group must distribute the same handout, use the same visual aids, and deliver the same content. So, you will have to prepare together before hand.

### • Topics

- Cisneros, Sandra. *The House on Mango Street*. US. 1985.  
Ekstrom Library Book Stacks (4th floor)PS 3553 .I78 H6 1991
- García, Cristina. *Dreaming in Cuba*. US, 1990.  
Ekstrom Library Book Stacks (4th floor)PS3557.A66 D73 1992
- Álvarez, Julia. *How the García Sisters Lost Their Accents*. US, 2008.  
Ekstrom Library Book Stacks (4th floor) PS3551.L845 H66 1991
- García Márquez, Gabriel. *No One Writes to the Colonel*. Colombia, 1961.  
Ekstrom Library Book Stacks (4th floor) PQ 8180.17 .A73 C613 1979
- Bombal, María Luisa, *The Final Mist*. Mexico or Chile, 1914/1934.  
Available Online
- García Márquez, Gabriel. *Chronicle of a Death Foretold*. Colombia. 1983.  
Ekstrom Library Book Stacks (4th floor) PQ8180.17.A73 C6813 1983
- Azuela, Mariano. *The Underdogs a Novel of the Mexican Revolution*. Mexico. 1914.  
Ekstrom Library Book Stacks (4th floor) PQ 7297 .A9 L613 1963

A	B	C
<b>Wednesday, November 13</b>		
GROUP 1		
<i>The House on Mango Street</i>	SUMMER	TRACEY CAMERON
GROUP 2		
Dreaming in Cuba	SEBASTIAN	MEGAN MADISON
<b>Monday, November 15</b>		
GROUP 3		
How the García Sisters Lost Their Accents	FERNANDO	EVAN DESIRAE
GROUP 4		
No One Writes to the Colonel	MERCEDES	JACOB MAISY
<b>Wednesday, November 20</b>		
GROUP 5		
The Final Mist	VICTORIA	NOELIA MICHAEL
GROUP 6		
Chronicle of a Death Foretold	DANIELA	MARIELA DEBORAH
GROUP 7		
The Underdogs	JENNIFER	

	<i>The House on Mango Street</i>
	<i>Dreaming in Cuba</i>
	<i>How the García Sisters Lost Their Accents</i>
	<i>No One Writes to the Colonel</i>
	<i>The Final Mist</i>
	<i>Chronicle of a Death Foretold</i>
	<i>The Underdogs</i>



# Questions to analyze novels

## The form

1. **Give a plot summary** (What is this novel or short story about?)
2. It might not, but if so, how does the biographical author appear in the text?
3. **Is the chronology linear or fragmented?** If fragmented, what particular sequence does the author follow?
4. Whose story is it? OR Who is the main character?
5. Why do you choose one character over another?
6. **What is the basic conflict?** (Give your answer as a minimum pair, i.e. life vs death, hate vs. love, rich vs. poor)
7. **Who is telling the story?** OR Who is the narrator? (Is it a woman or a man? a child or an older person remembering her childhood? a foreign person remembering his visit to a place, a person well versed in the topic; a person who lived the story it narrates; Does it raise issues of reliability? and so forth)
8. **Through whose eyes do we see the action?** (The person who narrates? A character in the text who doesn't tell the story? and so forth)?

## The Content

1. Why, in your opinion, did the author write the novel or short story?
2. What is the social-cultural-political or historical context of the novel or short story?
3. How are sexual/gender roles assigned?
4. How does the novel or short story deal with issues of nationalism and identity?
5. Does the novel or short story subvert, revise questions or validate the official historical versions?
6. What is the ideology of the text you read (radical, anarchist, liberal, conservative)?
7. What did you learn about Latin American society by reading this text?
8. Compare or contrast the people and world portrayed in the reading with life in your own society
9. Who is the "Other"?
10. Why do we keep on reading the story?

<b>Oral Presentation Evaluation</b>	<b>Exemplary (90%-100%)</b>	<b>Proficient (80%-89%)</b>	<b>Developing (70%-79%)</b>
<b>Handout</b>	Exemplary (90%-100%)	Proficient (80%-89%)	Developing (70%-79%)
The handout includes clear definitions and/or answers of issues or problems discussed.			
The answers on the handout identify core issues and appreciate the issues depth and breadth.			
The answers on the handout identify core issues and appreciate the issues depth and breadth.			
Copies were distributed, in printed copies, to the class before the presentation.			
It conforms to proper grammar and stylistic rules.			
It conforms to current MLA Style guidelines.			
<b>Content</b>	Exemplary (90%-100%)	Proficient (80%-89%)	Developing (70%-79%)
The presentation delivers insightful information.			
The presentation reaches beyond the basic concepts.			
The presentation shows evidence of a well-researched work			
<b>Visual Aids</b>	Exemplary (90%-100%)	Proficient (80%-89%)	Developing (70%-79%)
The visual aids help to visually reinforce what the presenter says.			
The visual aids make the theme more visually appealing.			
The clips abide by the rule: 4 clips of 20 seconds (maximum length) each or one of 60 seconds (maximum length).			

## Delivery of Oral Presentation Rubric

Criteria	Below expected level (C-d)	At expected level (B)	Above expected level (A)
<b>Introduction of Topic</b>	Topic introduced	Topic introduced clearly, and purpose of talk was made clear	Topic introduced clearly and in an interesting way. Purpose of talk was made clear. Outline of points was given.
<b>Development of Topic</b>	Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. information is usually relevant.	good understanding of topic shown. Links and connections between ideas made clear. information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.	A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well organized and developed with sufficient and appropriate details.
<b>Ability to engage and involve audience</b>	some eye contact was made. techniques used to engage audience were minimal, or mainly ineffective	An interesting approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation.	Speaker monitored audience and adapts presentation accordingly. An interesting or original approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation.
<b>Suitability of presentation for purpose or audience</b>	attempts were made to tailor the presentation content to the intended purpose of informing, interesting or persuading	The presentation content and structure was tailored to the audience to the intended purpose of informing, interesting or persuading	The presentation content, structure and delivery was tailored to the audience to the intended purpose of informing, interesting or persuading
<b>Voice: clarity, pace, fluency</b>	presenter occasionally spoke clearly and at a good pace.	Presenter usually spoke clearly to ensure audience comprehension. Delivery was usually fluent.	Presenter spoke clearly to ensure audience comprehension. Delivery was fluent and expressive.

## Team Policies<sup>†</sup>

Your team will have a number of responsibilities as it completes problem and project assignments.

*Designate a coordinator, recorder and checker for each assignment. Add a monitor for 4-person teams.*

Rotate these roles for every assignment.

*Agree on a common meeting time and what each member should have done before the meeting (readings, taking the first cut at some or all of the assigned work, etc.)*

*Do the required individual preparation.*

*Coordinator checks with other team members before the meeting to remind them of when and where they will meet and what they are supposed to do.*

*Meet and work.* **Coordinator** keeps everyone on task and makes sure everyone is involved, **recorder** prepares the final solution to be turned in, **monitor** checks to make sure everyone understands both the solution and the strategy used to get it, and **checker** double-checks it before it is handed in. Agree on next meeting time and roles for next assignment. For teams of three, the same person should cover the monitor and checker roles.

*Checker turns in the assignment, with the names on it of every team member who participated actively in completing it.* If the checker anticipates a problem getting to class on time on the due date of the assignment, it is his/her responsibility to make sure someone turns it in.

*Review returned assignments.* Make sure everyone understands why points were lost and how to correct **errors**.

*Consult with your instructor if a conflict arises that can't be worked through by the team.*

Dealing with non-cooperative team members. If a team member refuses to cooperate on an assignment, his/her name should not be included on the completed work. If the problem persists, the team should meet with the instructor so that the problem can be resolved, if possible. If the problem still continues, the cooperating team members may notify the uncooperative member in writing that he/she is in danger of being fired, sending a copy of the memo to the instructor. If there is no subsequent improvement, they should notify the individual in writing (copy to the instructor) that he/she is no longer with the team. The fired student should meet with his/her instructor to discuss options. Similarly, students who are consistently doing all the work for their team may issue a warning memo that they will quit unless they start getting cooperation, and a second memo quitting the team if the cooperation is not forthcoming. Students who get fired or quit must either find another team willing to add them as a member or get zeroes for the remaining assignments.

As you will find out, group work isn't always easy—team members sometimes cannot prepare for or attend group sessions because of other responsibilities, and conflicts often result from differing skill levels and work ethics. When teams work and communicate well, however, the benefits more than compensate for the difficulties. One way to improve the chances that a team will work well is to agree beforehand on what everyone on the team expects from everyone else. Reaching this understanding is the goal of the assignment on the *Team Expectations Agreement* handout.

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<sup>†</sup>Adapted from R. M. Felder & R. Brent, *Effective Teaching*, North Carolina State University, 2000.

## TEAM EXPECTATIONS AGREEMENT<sup>†</sup>

**On a single sheet of paper, put your names and list the rules and expectations you agree as a team to adopt. You can deal with any or all aspects of the responsibilities outlined above—preparation for and attendance at group meetings, making sure everyone understands all the solutions, communicating frankly but with respect when conflicts arise, etc. Each team member should sign the sheet, indicating acceptance of these expectations and intention to fulfill them. Turn one copy into the professor, and keep a remaining copy or copies for yourselves.**

*These expectations are for your use and benefit—they won't be graded or commented on unless you specifically ask for comments.* Note, however, that if you make the list fairly thorough without being unrealistic you'll be giving yourselves the best chance. For example, "We will each solve every problem in every assignment completely before we get together" or "We will get 100 on every assignment" or "We will never miss a meeting" are probably unrealistic, but "We will try to set up the problems individually before meeting" and "We will make sure that anyone who misses a meeting for good cause gets caught up on the work" are realistic.

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<sup>†</sup>R. M. Felder & R. Brent, *Effective Teaching*, North Carolina State University, 2000.

## Peer Rating of Team Members<sup>†</sup>

Your Name \_\_\_\_\_ Your Team \_\_\_\_\_

Please write the names of all of your team members, INCLUDING YOURSELF, and rate the degree to which each member fulfilled his/her responsibilities in completing the team assignments. *DO NOT LEAVE ANY COMMENTARY BLANK!* Place this form in a sealed envelope, with your team name/number on the outside, and give it to your instructor. The possible ratings are as follows:

**Excellent (100%):** Consistently carried more than his/her fair share of the workload.

**Very good (90%):** Consistently did what he/she was supposed to do, very well prepared and cooperative.

**Satisfactory (80%):** Usually did what he/she was supposed to do, acceptably prepared and cooperative.

**Ordinary (70%):** Often did what he/she was supposed to do, minimally prepared and cooperative.

**Marginal (75%):** Sometimes failed to show up or complete assignments, rarely prepared.

**Deficient (65%):** Often failed to show up or complete assignments, rarely prepared.

**Unsatisfactory (60%):** Consistently failed to show up or complete assignments, unprepared.

**Superficial (50%):** Practically no participation.

**No show (0%):** No participation at all.

*These ratings should reflect each individual's level of participation and effort and sense of responsibility, not his or her academic ability.*

Name of team member	Rating	Commentary (DO NOT LEAVE BLANK!)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Your Signature \_\_\_\_\_

<sup>†</sup>Adapted from R. M. Felder & R. Brent, *Effective Teaching*, North Carolina State University, 2000. Percentage Scores added by M. Medina

## Coping with Hitchhikers and Couch Potatoes on Teams<sup>†</sup>

You will usually find your university teammates as interested in learning as you are. Occasionally, however, you may encounter a person who creates difficulties. This handout is meant to give you practical advice for this type of situation.

To begin with, let's imagine you have been assigned to a combined homework and lab group this semester with three others: Mary, Henry, and Jack. Mary is okay—she's not good at solving problems, but she tries hard, and she willingly does things like get extra help from the professor. Henry is irritating. He's a nice guy, but he just doesn't put in the effort to do a good job. He'll sheepishly hand over partially worked homework problems and confess to spending the weekend watching TV. Jack, on the other hand, has been nothing but a problem. Here are a few of the things Jack has done:

- When you tried to set up meetings at the beginning of the semester, Jack just couldn't meet, because he was too busy.
- Jack infrequently turns in his part of the homework. When he does, it's almost always wrong—he obviously spent just enough time to scribble something down that looks like work.
- Jack has never answered phone messages. When you confront him, he denies getting any messages. You e-mail him, but he's "too busy to answer."
- Jack misses every meeting—he always promises he'll be there, but never shows up.
- His writing skills are okay, but he can't seem to do anything right for lab reports. He loses the drafts, doesn't reread his work, leaves out tables, or does something sloppy like write equations by hand. You've stopped assigning him work because you don't want to miss your professor's strict deadlines.
- Jack constantly complains about his fifty-hour work weeks, heavy school load, bad textbooks, and ter-

rible teachers. At first you felt sorry for him—but recently you've begun to wonder if Jack is using you.

- Jack speaks loudly and self-confidently when you try to discuss his problems—he thinks the problems are everyone else's fault. He is so self-assured that you can't help wondering sometimes if he's right.

Your group finally was so upset they went to discuss the situation with Professor Distracted. He in turn talked, along with the group, to Jack, who in sincere and convincing fashion said he hadn't really understood what everyone wanted him to do. Dr. Distracted said the problem must be the group was not communicating effectively. He noticed you, Mary, and Henry looked angry and agitated, while Jack simply looked bewildered, a little hurt, and not at all guilty. It was easy for Dr. Distracted to conclude this was a dysfunctional group, and everyone was at fault—probably Jack least of all.

The bottom line: *You and your teammates are left holding the bag. Jack is getting the same good grades as everyone else without doing any work. Oh yes—he managed to make you all look bad while he was at it.*

### What this group did wrong: Absorbing

This was an 'absorber' group. From the very beginning they absorbed the problem when Jack did something wrong, and took pride in getting the job done whatever the cost. *Hitchhikers count on you to act in a self-sacrificing manner.* However, the nicer you are (or the nicer you think you are being), the more the hitchhiker will be able to hitchhike their way through the university—and through life. By absorbing the hitchhiker's problems, you are inadvertently training the hitchhiker to become the kind of person who thinks it is all right to take credit for the work of others.

### What this group should have done: Mirroring

It's important to reflect back the dysfunctional behavior of the hitchhiker, so the hitchhiker pays the price—not you. Never accept accusations, blame, or criticism from a hitchhiker. Maintain your own sense of reality despite what the hitchhiker says, (easier said

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<sup>†</sup>This essay is a brief, adapted version from "It Takes Two to Tango: How 'Good' Students Enable Problematic Behavior in Teams," Barbara Oakley, *Journal of Student Centered Learning*, Volume 1, Issue 1, Fall, 2002, pp. 19-27.

than done). *Show you have a bottom line: there are limits to the behavior you will accept.* Clearly communicate these limits and act consistently on them. For example, here is what the group could have done:

- When Jack couldn't find time to meet in his busy schedule, even when alternatives were suggested, you needed to decide whether Jack was a hitchhiker. Was Jack brusque, self-important, and in a hurry to get away? Those are suspicious signs. Someone needed to tell Jack up front to either find time to meet, or talk to the professor.
- If Jack turns nothing in, his name does not go on the finished work. (Note: if you know your teammate is generally a contributor, it is appropriate to help if something unexpected arises.) Many professors allow a team to fire a student, so the would-be freeloader has to work alone the rest of the semester. Discuss this option with your instructor if the student has not contributed over the course of an assignment or two.
- If Jack turns in poorly prepared homework or lab reports, you must tell him he has not contributed meaningfully, so his name will not go on the submitted work. No matter what Jack says, stick to your guns! If Jack gets abusive, show the professor his work. Do this the first time the junk is submitted, before Jack has taken much advantage—not after a month, when you are really getting frustrated.
- Set your limits early and high, because hitchhikers have an uncanny ability to detect just how much they can get away with.
- If Jack doesn't respond to e-mails, answer phone messages, or show up for meetings, don't waste more time trying to contact him. (It can be helpful, particularly in industry, to use e-mail for contacting purposes, because then a written record is available about the contact attempt. Copying the e-mail to Jack's supervisor or other important people can often produce surprisingly effective results.)
- Keep in mind the only one who can handle Jack's problems is Jack. You can't change him—you can only change your own attitude so he no longer takes advantage of you. Only Jack can change Jack—and he will have no incentive to change if you do all his work for him.

People like Jack can be skilled manipulators. By the time you find out his problems are never-ending, and he himself is their cause, the semester has ended and he is off to repeat his manipulations on a new, unsuspecting group. Stop allowing these dysfunctional patterns early in the game—before the hitchhiker takes advantage of you and the rest of your team!

### **Henry, the Couch Potato**

But we haven't discussed Henry yet. Although Henry stood up with the rest of the group to try to battle against Jack's irrational behavior, he hasn't really been pulling his weight. (If you think of yourself as tired and bored and really more interested in watching TV than working on your homework—everyone has had times like these—you begin to get a picture of the couch potato.)

You will find the best way to deal with a couch potato like Henry is the way you deal with a hitchhiker: set firm, explicit expectations—then stick to your guns. Although couch potatoes are not as manipulative as hitchhikers, they will definitely test your limits. If your limits are weak, you then share the blame if you have Henry's work to do as well as your own.

### **But I've Never Liked Telling People What to Do!**

If you are a nice person who has always avoided confrontation, working with a couch potato or a hitchhiker can help you grow as a person and learn the important character trait of firmness. Just be patient with yourself as you learn. The first few times you try to be firm, you may find yourself thinking—'but now he/she won't like me—it's not worth the pain!' But many people just like you have had exactly the same troubled reaction the first few (or even many) times they tried to be firm. Just keep trying—and stick to your guns! Someday it will seem more natural and you won't feel so guilty about having reasonable expectations for others. In the meantime, you will find you have more time to spend with your family, friends, or schoolwork, because you aren't doing someone else's job along with your own.

## **Common Characteristics that Allow a Hitchhiker to Take Advantage**

- Unwillingness to allow a slacker to fail and subsequently learn from their own mistakes.
- Devotion to the ideal of ‘the good of the team’—without common-sense realization of how this can allow others to take advantage of you. Sometimes you show (and are secretly proud of) irrational loyalty to others.
- You like to make others happy even at your own expense.
- You always feel you have to do better—your best is never enough.
- Your willingness to interpret the slightest contribution by a slacker as ‘progress.’
- You are willing to make personal sacrifices so as to not abandon a hitchhiker—without realizing you are devaluing yourself in this process.
- Long-suffering martyrdom—nobody but you could stand this.
- The ability to cooperate but not delegate.
- Excessive conscientiousness.
- The tendency to feel responsible for others at the expense of being responsible for yourself.

## **A related circumstance: you’re doing all the work**

As soon as you become aware everyone is leaving the work to you—or doing such poor work that you are left doing it all, you need to take action. Many professors allow you the leeway to request a move to an-

other team. (You cannot move to another group on your own.) Your professor will probably ask some questions before taking the appropriate action.

## **Later on—out on the job and in your personal life**

You will meet couch potatoes and hitchhikers throughout the course of your professional career. Couch potatoes are relatively benign, can often be firmly guided to do reasonably good work, and can even become your friends. However, hitchhikers are completely different people—ones who can work their way into your confidence and then destroy it. (Hitchhikers may infrequently try to befriend you and cooperate once you’ve gained their respect because they can’t manipulate you. Just because they’ve changed their behavior towards you, however, doesn’t mean they won’t continue to do the same thing to others.) Occasionally, a colleague, subordinate, supervisor, friend, or acquaintance could be a hitchhiker. If this is the case, and your personal or professional life is being affected, it will help if you keep in mind the techniques suggested above.