

HUMN 100-05
 Fall 2020
 “Inventing the Global South”

Midterm 2 – Oral Presentation

Unit 1 “Empires: Primitive Accumulation and Racial Capitalism”
 Unit 2 “Anti-imperialism and National Liberations”

For this midterm sequence, you will work in pairs to craft and deliver a well-researched, clear and persuasive oral argument about an object of inquiry in conversation with course texts, lectures, or discussions in Unit 1 “Empires: Orinary Accumulation and Racial Capitalism” or Unit 2 “Anti-imperialism and National Liberations.” These connections between the course texts and your research should be central to your argument.

Sequence

Research Consultation with Eloise Stevens	Weeks 6-8
Oral Presentation Rehearsal*	Week 8
Oral Presentation Peer Review	Week 8
Oral Presentation Final *	Weeks 9-12
Midterm Sequence 2 Reflection	Weeks 10-13

Oral Presentation Pairs

Group 1: Kayla, Nick	Group 6: Lening, Mackenzie
Group 2: Grace, Justin, Alyssa	Group 7: Joe, Sarah,
Group 3: Carter, Sofia	Group 8: Jack B., Alex
Group 4: Brett, Rozie	Group 9: Jack S., Carmel
Group 5: Amanda, Sopheak	

Resources

Help seeking is a decisive behavior for the most successful persons, however you choose to define success. Beyond the resources provided in this class (research tutorials, research consultation, research collective peer review) consider seeking out help from [The Writing Center](#), [The Bucknell Library](#), [The Teaching and Learning Center](#).

Research

Students often think that research means looking up sources online and them stringing them together into a “research paper.” On this model, it’s no surprise that the genre has the capacity to evoke dread. But research entails much more, and it is more enjoyable for it.

Research is the basis for posing and responding to one’s own questions, thus contributing to knowledge production and marking your belonging to a discourse community, discipline or field. It requires a variety of knowledge practices: information literacy, rhetorical knowledge, writing process knowledge, and subject knowledge (see, Fig. 1). Our sources offer themselves to a variety of uses; they don’t just provide background information but also serve as exhibits or evidence to be analyzed, sources for your argument, and methods to build on (see, Appendix A).

In short, research is part of crafting original arguments that contribute to our knowledge. You choose your own objects and formulate your own questions about, with, and through those objects.

For this sequence, you and your partner will use the resources available at the Bucknell Library to research and present on a primary source related to

For this you will need to:

- (1) Select one primary source to analyze and interpret. This source corresponds to the “Exhibits” category in Joseph Bizup’s BEAM schema of source functions (see, Appendix).
- (2) Research *at least* one secondary source that helps to situate your exhibit / primary source in the historical record and/or advance your analysis and argument about it. These are “Background” and “Argument” sources in Bizup’s BEAM schema of source functions (see, Appendix).
- (3) Draw on at least one course text as a secondary source that helps to situate your exhibit / primary source in the historical record and/or advance your analysis and argument about it.

Research Tutorials

Eloise Stevens, Arts and Humanities Librarian, will introduce you to strategies and techniques for performing independent research in the humanities using the resources available through the Bucknell Library. She will give two 45-minute presentations via Zoom during the class period that will guide two research journal entries that will help you with your Midterms 1 and 2.

T 9/1: Research + Information Literacy (Open Web Sources)

Guided Research Journal Entry (2 or 3)

R 9/17: Research + Information Literacy (Question Formation and Library Sources)

Guided Research Journal entry (4 or 5)

Research Consultation

You and your partner must make an appointment with Eloise to go over your research topics and questions and strategize possible further avenues for your research. Eloise will provide me with a list of who has met with her.

Oral Presentation

You will craft, rehearse, and present an 8-minute oral presentation that will trace a brief argument about your object of study. The presentation should *culminate* in an original research question that could sustain further research and development in a humanities discipline that you will identify. (In many ways, your oral presentations will serve the same function as a proposal, a pre-writing genre that is part of the Midterm 3 Sequence).

Although many academics do, you should not simply write a paper and then read it aloud. Effective oral communication rests on the ability to make and sustain a connection with your audience through the clarity and structure of your presentation and your stage presence. In order to do this, you will need to assemble your evidence, craft an argument in outline form—although for absolute fidelity you may want to write down some key phrases, your central question or claim, and, of course, any quoted language. To do this well, you will need to rehearse and revise your presentation. I have set aside time for you to do so.

Please refer to Appendices B and C for a variety best practices you should use in crafting and rehearsing your oral presentations. (For more resources, please see the “[Seven Cardinal Virtues for Oral Presentations](#)” page at the Hamilton College Oral Communication Center website.)

Note on Visual Aids—You are welcome to use presentation software (e.g., PowerPoint, Google Slides, Prezi), so long as you do not simply read from the slides. Visual aids should never

substitute for the clarity of your spoken presentation or the connection with your audience that you create through your stage presence.

Note on Modality— The modality of your presentation may be in person, synchronous, or hybrid, depending on the modality of the partners at the time. Your rehearsal should follow the same modality as the final. *Regardless of the modality you choose, recordings of the oral presentations will be uploaded to the course website.*

Note on Citation—You will need to correctly document your sources using MLA style either on the slides or in a separate document that you will share with me at the time of the presentation.

Rehearsal / Peer Review (Research Collective Meeting 3)

Research Collectives

- Group 1: Kayla, Nick, Sofia*
- Group 2: Alyssa, Carter, Justin, Grace*
- Group 3: Brett, Rozie, Sopheak, Amanda
- Group 4: Joe, Sarah, Lening, Mackenzie
- Group 5: Jack B., Alex, Jack S., Carmel

* Groups 1 and 2 will work in a round-robin fashion (3 meetings):

Meeting A: Kayla and Nick will rehearse with Sofia and Carter who will provide feedback.

Meeting B: Sofia and Carter will rehearse with Alyssa, Justin and Grace who will provide feedback.

Meeting C: Alyssa, Grace, and Justin will rehearse with Kayla and Nick who will provide feedback.

Be sure to coordinate meeting times accordingly.

Agenda for Research Collective Meeting 3

Dedicate approx. 30 minutes to each presentation.

- 1) Read over the assessment criteria in Appendix D (2 mins.)
- 2) Oral presentation pairs present (8-10 mins.)
- 3) During the presentation audience members listen and take notes on Appendix D.
- 4) Audience members should finish filling out Appendix D and should email it to the presenters (cc: Professor Leraul). (8-10 mins.)
- 5) Audience members give oral feedback on what the most important places for improvement. (8-10 mins.)

Midterm 2 Self-Reflection

Length: 350-500 words

Format: Word document

Delivery: Upload to class Google Drive

Deep learning is a process of internalizing skills, practices, and ways of thinking. This process is hastened by self-reflection. Write a letter addressed to yourself that considers the following questions: What was your process in crafting this presentation? How much time did you invest? How much time did your partner invest? Did you effectively collaborate? Did your strategies work? If not, what might you try in the future? What do you think you did well? What did you learn about yourself as a public speaker? As a researcher? What lessons will you take from this sequence and apply to subsequent assignments?

Learning goals

- Pose questions relevant to humanistic inquiry based on original research
- Exercise intellectual independence
- Work collaboratively
- Expand understanding and uses of research
- Practice oral rhetoric and public speaking
- Demonstrate information literacy

Assessment

General:

- Research consultation with Eloise Stevens
- Attendance and participation in Research Collective Meeting 3 (Rehearsal)
- Equal division of labor in researching, crafting, and delivering the presentation

Research, Analysis, and Argument:

- Viability of the research question (i.e. could this question sustain further research and development).
- Understanding of the different uses of the source materials
- Correct documentation of sources

Oral presentation:

- Maintaining audience attention through your physical presence (depending on (dis)ability), e.g., eye contact, appropriate volume, body language.
- Ensuring audience understanding through voiced expression (depending on (dis)ability), e.g., articulation, tempo, repetitions and keywording.
- Effectively using visual aids, i.e., economical, not distracting, easy to read.

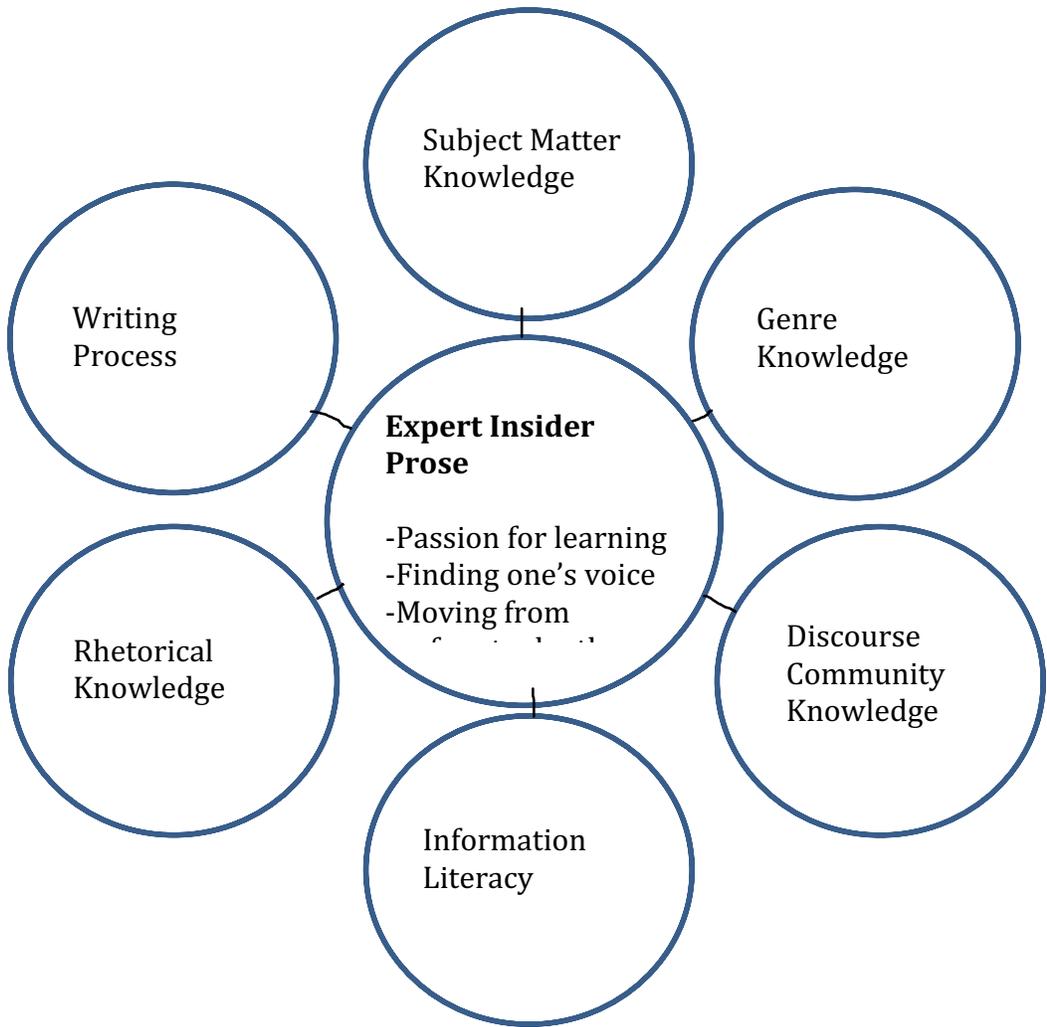


Figure 1: Skills and Knowledges Needed to Produce Insider Prose in a Discipline.
(Source: Bean, John C. *Engaging Ideas*, 2nd Edition. San Francisco: Jossey-Bass, 2011.)

Appendix A

EXHIBIT 13.4**Bizup's "BEAM"**

Kind of Source	Explanation	Example from literature <i>How are we to regard Jane's marriage to Rochester—liberation or loss?</i>	Example from sociology <i>How does gender socialization impact college-age drinking behaviors and attitudes?</i>
B Background sources	Any source, assumed to be noncontroversial, used to provide context—what writer and reader can stipulate as shared facts and information.	Encyclopedia article on Evangelism. Biography of the Brontës. Books or articles on the history/culture of a literary period. [When functioning as background, these sources are intended to provide shared information, not to serve as contestable parts of the argument.]	Current statistics on college-level drinking. Shared knowledge about gender socialization. News anecdotes about college-age drinking. Current relevant cultural artifacts (ads, movies, music, and so on). [These sources would typically appear in the introduction to provide context for the research.]
E Exhibits or Evidence derived from exhibits	Documents, data, field/lab observations, visual images, or other artifacts/objects that the writer analyzes. Particulars from "exhibits" are often used as evidence within the writer's argument.	The text of <i>Jane Eyre</i> . Contemporary cultural documents and reviews. Quotations, paraphrases, or other textual citations from <i>Jane Eyre</i> or other exhibits used to support the writer's claims (evidence).	Field observations of gender differences in drinking behavior at a party. Audiotapes of focus group interviews (researchers must design the questions and code the transcripts). Results of questionnaire data.
A Argument sources	The conversation of critical views and relevant scholarship surrounding the writer's question. Constitutes the "they" in "They say/I say" (Graff and Birkenstein, 2009). Usually argument sources are other scholarly articles or papers.	Books or scholarly articles that have addressed the writer's critical problem in <i>Jane Eyre</i> . Argument sources create the critical conversation that the writer is joining. The writer's goal is to add something new or challenging to this conversation.	Scholarly articles and papers that address gender socialization as potentially related to college-age drinking. Summary of argument sources creates the literature review, which aims to show what is still unknown or unresolved.
M Method or Theory sources	References to the theories or methods the writer is employing (sometimes implicit but often explicit).	Specific references to critical theories or methods—feminism, post-colonialism, new historicism, and so forth. Paper may cite particular theorist such as Foucault, Edward Said, or Judith Butler.	Citations to competing sociological theorists or theories about gender socialization. Citation of scholars associated with particular research methodologies.

Source: Adapted from Bizup, J., 2008, 72–86.

Appendix B

Basic Principles of Oral Presentation

Know your listeners and adapt your message to them

- Think about your audience's demographics—age, gender, occupation, race or ethnicity, religion, cultural heritage, etc.
- Consider what your audience already knows about your topic, how familiar they are with the terminology, how closely their views match yours, and how committed they are to existing attitudes and beliefs.
- The best communicators are those who understand their listeners and adjust their message in order to "reach them where they are."
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Speaking is fundamentally different from writing because listening is fundamentally different from reading.

- A reader chooses when and where to focus attention; a speaker must focus a listener's attention on what he or she is saying at this moment.
- A reader controls how fast he or she will move through a text; a speaker controls how fast listeners will move through an oral presentation.
- Readers have the option of going back and re-reading; listeners must grasp material as the speaker presents it.
- Readers have lots of graphic cues about order and importance of points and about the relationship among ideas; listeners rely on the speaker to be their guide and interpreter.
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Understand your nervousness

- It's normal: 3 out of 4 people say they feel nervous about speaking in public. It's like getting up for an athletic contest: you want to do well, you've prepared, and you're ready to go!
- Your performance is important, but *it's not the main thing*. The main thing is *sharing your message*—the ideas, feelings, information. It's about learning together.
- Nobody expects perfection. If you mess up something, just fix it and go on. Your audience is your partner: they want to learn from you; they want you to succeed.
- Some nervousness is a good thing. Heightened activation can energize your presentation, enhance your alertness and animation, and boost audience engagement.
- Use relaxation techniques if you think you're too wound up. Before your presentation, sit quietly, focus on letting the tension go out of your body, breathe deeply from your abdomen (in for a 4 count, hold for 4, out for a 4 count). Do this for several cycles with normal breaths between so you don't hyperventilate.
- Smile. It's a mood elevator.

(Source: <https://www.hamilton.edu/academics/centers/oralcommunication/guides/basic-principles-of-oral-presentation>)

Appendix C

Speech Introductions and Conclusions: Some “Does” and “Don’ts”

James Helmer, Oral Communication Center, Hamilton College

Introductions: Should secure audience attention and interest, orient listeners to the plan and content of the speech, and set expectations.

Do

Get the audience’s *attention* with a story, quotation, personal experience, etc. Identify the topic and indicate why it is *relevant, important, or interesting*. Establish your *credibility* through words or behavior.

Provide *context, background, and definitions* listeners might need.

State your *purpose, thesis, or research question*.

Preview the body of your speech.

Make a *transition* to the first point in the body of the speech.

Don’t

Start with “um” or “okay.”

Apologize for weaknesses in your content, preparation, or speaking ability. Complain about food, accommodations, equipment, facilities, or other speakers. Use “humor” that might disparage, offend, or alienate your listeners.

Use cheap tricks to get attention.

Go on about how hard it was to choose a topic.

Conclusions: Should reinforce the message and give the speech unity and closure.

Do

Summarize the main points of your speech. Restate your purpose or thesis.

Create closure, a sense of finality.

In persuasive speeches, make a final call for commitment or action.

Don’t

Open new areas of discussion or argument. Change position or viewpoint.

Resort to feeble closing phrases like “and that’s all I have to say.”

Say “thank you” just because the audience doesn’t seem to realize that your speech is over.

Appendix D

Assessment: Oral Sequence

Presenter:

General

Attendance of and participation in Library Research Instruction sessions

Attendance at meeting with Research Instruction Librarian

Equal division of labor in researching, crafting, and delivering the presentation

Research, Analysis and Argument

Does the introduction secure the audience's attention and interest, orient listeners to the plan and content of the presentation?

Did the presenter(s) explain key information, give sufficient context, note sources, and reiterate key terms and ideas?

Does the question posed by the presentation inspire you to learn more about the topic? Does it seem capable of sustaining further development?

How original was the connection between the presentation and course and unit texts and themes?

Does the conclusion reinforce the message of the presentation and give unity and closure, including a call for questions?

Does the presentation demonstrate understanding of the different uses of the source materials?

Have the presenters correctly documented their sources?

Oral presentation

Did the presenter(s) cultivate and maintain audience attention through your physical presence (depending on (dis)ability), e.g., eye contact, appropriate volume, body language.

Did the presenter(s) ensure audience understanding through voiced expression (depending on (dis)ability), e.g., articulation, tempo, repetitions and keywording.

Were the visual aids helpful, economical, not distracting, and easy to read?