**Purpose:**

* to provide students with an opportunity to research, explore, and learn about themes/topics of personal interest
* to promote independent research, learning, and critical thinking
* to provide a forum for an extended oral presentation and creativity
* to achieve the 21st Century Competencies: Critical Thinking and Creative Problem Solving, Communication, and Personal Development and Self Awareness

**Guidelines, Expectations, and Responsibilities:**

1. Select a **theme** of personal interest by **June 2, 2017**. Each theme can only be chosen once, first come first served.
2. **Theme** choice must make a connection to a minimum of four (4) of the following -

* + one piece of music or poetry
  + one excerpt from a movie
  + one literary work studied in class
  + one literary work not studied in class
  + one real life experience (i.e. personal account, historical account, news story, magazine article, etc.)

1. Some popular **themes** to consider: Courage, Death, Freedom, Heroism, Identity, Justice, Prejudice and Discrimination, Survival, Responsibility, Fate, The Power of Language, Good and Evil, Love and Sacrifice, and the Human Condition.

Other possible **themes**:

Abandonment Justice

Alienation Love

Ambition Memory

The American Dream Nationalism

Birth / Childhood Nature

Coming of Age Oppression

Community Parenthood

Courage Pride

Cruelty Race / Racism

Death Regret

Education Rejection

Ethics Religion

Family Responsibility

Fate Freedom Sex / Sexuality

Futility Social Class

Gender Spirituality

Grief Stages of Life

Heroism Success

Hope Suffering

Identity Survival

Illness Tradition

Individual in Society Violence

Innocence & Experience Work

Isolation Betrayal

Genocide Controversy

Abuse Discrimination / Prejudice

Expectations:

* 1. You must submit a bibliography of all sources used (Internet, newspapers, library texts, novels or magazines). If films or television shows are discussed you need to make reference to them as well. You need to have **at least 6 references**.
  2. Prepare a **10-14 minute presentation** for the class during which time you will discuss your theme and share your research. Your presentation should be informative, thought-provoking, and interesting for the rest of the class.
  3. You may only use a total of **2- 3 minutes** of music or video included within time limit
  4. You must include a **minimum of one visual aid**. Remember that most students benefit from some sort of visual or auditory display.
  5. The class will be given an opportunity to ask questions and they will evaluate the presentation.
  6. Submit a copy of all written materials used in preparation and presentation of your seminar to your teacher.
  7. Plagiarism is unacceptable and will result in a grade of zero.

**Value and Assessment:**

* The entire seminar will be **marked out of 100** and it will be worth **30% of the June mark. The presentations will start Friday, June 9 in class. Order of presentations to be voluntary then determined by lottery.**
* The actual **presentation** will be marked according to the categories listed below. The categories include:
  + - * Content: thesis, interest, relevance, confidence in knowledge and connections made to theme; visual support
      * Planning and Organization
      * Presentation: enthusiasm, voice and poise, volume, clarity, vocabulary, posture, and eye contact
* Each category will be marked according to the **rubric** provided; the performance levels are listed below. Please use this when preparing and rehearsing.

Exemplary: 90-100%

Strong: 80-89%

Competent: 70-79%

Acceptable: 60-69%

**Presentation Grading Rubric**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **Category** | **Exemplary**  **(90-100)** | **Distinguished**  **(80-89)** | **Competent**  **(70-79)** | **Acceptable**  **(60-69)** |
| **CONTENT** | | | | |
| **Content** | Shows a full understanding of the topic. Presentation is informative, thought-provoking, and interesting to the class. | Shows a good understanding of the topic. Presentation is informative and piques the interest of the class. | Shows a good understanding of parts of the topic. Important information may be lacking. | Does not seem to understand the topic well. Crucial information is lacking. |
| **Props/Visuals** | Student uses props, visual and auditory aids that show considerable work/ creativity and which make the presentation better. | Student uses visual aids that shows work/creativity and which make the presentation better. | Student uses 1 prop which makes the presentation better. | The student uses a prop which shows little work and creativity. |
| **PLANNING and ORGANIZATION** | | | | |
| **Preparedness** | Student is completely prepared and has obviously rehearsed. The presentation is well planned, organized, and easy to follow.  Time: 12-14 minutes | Student is somewhat prepared but might have needed more rehearsals. The presentation is planned and organized.  Time: 12-14 Minutes | The student is somewhat prepared, but it is clear that rehearsal was lacking. The presentation does not run smoothly, due to organization.  Time: 10-12 Minutes | Student does not seem prepared to present. Organization of presentation structure is poor.  Time: 10-12 Minutes |
| **Opening & Closing** | Opening is strong and compelling. Ending is effective and thought-provoking | Opening is appealing and functional. Ending wraps up discussion | Opening and closing are functional | Opening does not clearly set out he pattern of ideas and arguments. Ending doesn’t clearly wrap up idea. |
| **PRESENTATION** | | | | |
| **Enthusiasm** | Facial expressions and body language indicate a strong interest and enthusiasm about the topic. | Facial expressions and body language sometimes shows a strong interest and enthusiasm about the topic. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. Student does not seem to have much interest in topic. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| **Speaks Clearly/**  **Volume** | Speaks clearly and distinctly all the time and mispronounces no words. Voice can be heard throughout the presentation | Speaks clearly and distinctly all the time but may mispronounce a few words. Volume is loud enough for the majority of the class to hear. | Speaks clearly and distinctly most of the time. May mispronounce a few words. | Often mumbles or is difficult to understand; has issues with mispronunciation. |
| **Vocabulary** | Uses vocabulary appropriate for the audience. Defines words that might be new to audience | Uses vocabulary appropriate for the audience. Includes words that might be new to most of the audience, but does not define them. | Uses vocabulary that is simplistic. | Uses several words or phrases that are not understood by the audience. Vocabulary is overly simplistic or repetitious. |
| **Posture and**  **Eye Contact** | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room | Stands up straight and establishes eye contact with everyone in the room. | Sometimes stands up straight and establishes eye contact. | Sometimes stands up straight but establishes minimal eye contact. |

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| --- | --- | --- |
| **Requirement** | **Yes** | **Comment** |
| 1. piece of music or poetry |  |  |
| 1. excerpt from a movie |  |  |
| 1. literary work studied in class |  |  |
| 1. literary work not studied in class |  |  |
| 1. real life experience |  |  |

**Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total: / 100**