ENGL 1100

Dr. Morse

Group Presentation

**The Goals.**

* To work collaboratively with your classmates to create “Presentation Material” (a PPT, Video, Screen Recording, Infographic, etc.) that you could use to present this information to the class.
* To build a base of knowledge about *The Person You Mean to Be* that you can use on your Project 3.
* To practice working effectively with others and content creation.

**Groups & *PYM* Chapters.**

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| --- | --- | --- | --- | --- |
| **Pref-Ch. 2** | **Ch. 3-4** | **Ch. 5-7** | **Ch. 8-9** | **Ch. 10-11** |
| **Group 1**  Billie Eilish  Lady Gaga  Aubrey Graham  Travis Scott  Gwen Stefani | **Group 2**  Millie Brown  RuPaul Charles  Emilia Clarke  Lin-Manuel Miranda  Kal Penn | **Group 3**  Batman  Black Panther  Captain America  Storm  Wonder Woman | **Group 4**  Donatello  Leonardo  Michelangelo  Raphael  Splinter | **Group 5**  Simone Biles  Roger Federer  Michael Jordan  Michael Phelps  Serena Williams |

**What to do.** Get in contact with the members of your group listed above (I’ve listed the last names so you can all find each other either in the directory or using the suggestions from ECU email). Each group will have specific responsibilities for the specific chapters listed in the above chart. Each group is expected to complete the following “Tasks” and have them included in the Presentation Material they turn in. Each group member should label which task they were responsible for/assisted with.

**Tasks.**

* Summary and Glossary: Provide a comprehensive summary of the chapters assigned. While this is a comprehensive summary, it should not become the retelling of every event in the reading: keep it brief. Provide a list of terms, words, and unfamiliar language choices along with definitions appropriate for your peers. These definitions will most likely require some research and, therefore, proper documentation.
* Political/Historical Context: Provide an explanation of any political/historical reference in the assigned reading. Find 2-3 outside sources to help provide a fuller picture beyond what Chugh addresses. This information will serve as contextual information to the reading and help us better understand the events of the text as well as the author’s writing and argument. Be careful to provide documentation for any sources you examine to help you construct this document.
* Cultural Context: Provide an explanation of any religious, literary, traditional, or ritualistic cultural references in the assigned reading. Find 2-3 outside sources to help provide a fuller picture beyond what Chugh addresses. Be careful to provide documentation for any sources you examine to help you construct this document.
* Discussion Questions: Based on the reading, devise three to five questions that could be used to lead a class discussion regarding significant events, developments of Chugh’s arguments and writing.
* Accessibility Document: Provide a transcript for what would be said (or what is being said if this is a video) while this was being presented. Ensure that the transcript indicates who’s speaking, what’s being said, and that it’s attached as a separate document from the “Presentation Material.”

**The Response.**

* Each group member will access the “Anon Response Questions” link listed on the Week 9 schedule to help “grade” their groupmates. The questions will be a space for you to honestly reflect on the contributions of yourself, and your group mates to the completed product.

Posted by 5pm, 10/25

* Each group member will access ANOTHER group’s presentation materials and respond to 2-3 of their Discussion Questions.

Posted by 5pm, 10/28

**Due Dates.**

* The final “Presentation Material” should be posted to the appropriate thread in the “Group Discussions” link on the schedule.
* Only 1 member of the group has to post the final product but be sure all group members’ names are listed.

**The presentation is due by 5pm, 10/22**