

ORAL PRESENTATIONS
FST 496 SENIOR SEMINAR IN FILM STUDIES

Professor Todd Berliner

Fall 2016

Each student will make a 20-minute oral presentation to the class, followed by a Q & A. Then the class will critique each presentation to help presenters improve their presentation skills.

Sign up for a presentation by the end of week 2 on the sign-up sheet outside my office door: first come—first pick of topics. Since critiques of presentations will help everyone's presentation skills, I expect later presentations to be more accomplished than earlier ones. Hence, my evaluation of student presentations grows more exacting as the semester progresses.

The classroom has a DVD player, Blu-Ray player, PC (with PowerPoint and a USB drive), and projector. You may also connect your laptop to the projector. Arrive 15 minutes early on your presentation day so that you have time to set up before class begins.

Presentations must advance a discrete set of points about the readings. Do not lead a discussion. *Your job is to teach the class something that you understand and the class may not.*

What follows are the two types of oral presentations:

1) Presentations on the Week's Reading (scattered throughout the semester)

These presentations have two goals:

- 1) *To explain aspects of the reading that the class might have difficulty understanding.*
Don't try to explain everything from the week's reading, only those aspects that you think are most important and challenging. But, as the week's expert, you are responsible for understanding *all* aspects of the reading and should be able to answer any questions about it. Come see me for help if you have difficulty understanding any portion of the reading you are presenting on.
- 2) *To relate the week's reading to the movie we saw most recently.*
I encourage you to use images and clips from the movie to illustrate your points.

You need not write a summary of the reading you present on (unless you want to), in which case your presentation grade will double as your Reading Summary grade.

2) Research-Paper Presentations (final exam period).

I expect the most from these presentations. Based on students' final projects, these are formal, polished lectures (similar to those at scholarly conferences) that give a brief background of the existing research on your topic and describe the findings of your own original research. Presenters should not merely describe what their papers are about; they must present the *conclusions* of their work and its contribution to scholarship on the topic.

Students writing co-authored papers will make group research-paper presentations. Each student will be individually responsible for a portion of the oral presentation (20 minutes per presenter), and each presenter will receive an individual grade. The two presentations should be integrated, so students in a team must work together to create a coherent presentation.