

**ORAL PRESENTATIONS**  
**FST 496 SENIOR SEMINAR IN FILM STUDIES**

Professor Todd Berliner

Spring 2019

Each student will make a 15 minute oral presentation to the class, followed by a Q & A. Afterward, the class will critique each presentation to help presenters improve their presentation skills.

Sign up for a presentation on the sign-up sheet outside my office door: first come—first pick of topics/dates. Since critiques will improve everyone's presentation skills, I expect later presentations to be more accomplished than earlier ones. In other words, 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 does 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 liable to be most important and challenging. However, you are the expert on the week's reading and responsible for understanding *all* of it; you should be able to answer any questions about the reading. Come see me for help if you have difficulty understanding the reading you are presenting on.
- 2) *To relate the week's reading to the movie we saw most recently.*  
Use images, clips, and/or examples from the movie we saw most recently to illustrate your points.

*Note:* You need not write a Reading Summary for the reading you present on; your presentation grade will double as your Reading Summary grade for the week.

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

Based on students' final papers, these are formal, polished lectures (similar to presentations 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 research and its contribution to scholarship on the topic. I expect the most from these presentations.

Students writing co-authored papers will make group research-paper presentations. Each student will be individually responsible for a portion of the oral presentation (15 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.