

Daniel Immerman
Intro to Phil

Presentation Assignment

Instructions: this assignment is two-part. The first part involves you filming a presentation of your paper, which you should send to me electronically **five days before you present in class**. I'll give you a several-day extension on this part with no grade penalty if you email me beforehand requesting it; if you need an even longer extension then you'll lose a couple of points unless you have an excuse. The second part involves you doing a question and answer session on your paper **in class**. The class days in question will be from April 4 to April 20. Email me regarding which day you want, first-come first-served. If you can't present on your scheduled day, I'll schedule an alternative day but you'll lose a couple of points unless you have an excused absence. If you have any questions about how to complete the assignment, please let me know.

The purpose of this activity is to give you more feedback on your final paper and to help you practice various presentation skills.

Your recorded presentation should be on the same topic as your final paper; think of it as a rough draft, albeit one presented in a different format. You have a choice as to what material you present, so one option is to present a part of your paper that you especially want comments on, while another is to try to condense the whole paper down. Visual aids are optional. The presentation should be between ten and fifteen minutes. I suspect that many of you can film using technology in your possession, but Notre Dame also allows you to borrow recording equipment for free – see <http://learningspaces.nd.edu/equipment-available/rent-equipment/>

On the day you do the question and answer session, we will devote about fifteen minutes of class time to it, depending upon how many questions people have. You'll be at the front of the class and answer questions from your classmates. I will have posted your recording on the calendar page in advance, so people will have had time to view it.

I've attached rubrics for both portions of this activity in the next two pages of this assignment sheet. The presentation is worth $\frac{2}{3}$ of your grade, the question and answer session $\frac{1}{3}$.

Presentation Rubric - Phil Mind - Daniel Immerman

Structuring	(3) It is extraordinarily clear what the main goal of your presentation is and what you are doing at each point in it. Things follow in a logical order.	(2) It is quite clear what the main goal of your presentation is and what you are doing at each point in it. Things for the most part follow in a logical order.	(1) It is somewhat unclear what the main goal of your presentation is and what you are doing at each point in it. Things sometimes fail to follow in a logical order.	(0) It is massively unclear what the main goal of your presentation is and there are several points in which it is unclear what you are doing in it. Things often fail to follow in a logical order.
Clarity and Precision	(3) Extremely clear and precise. This includes telling me exactly how your arguments go, exactly where you object to arguments you object to, etc.	(2) You are rather clear and precise. Sometimes it's hard to understand things you say, or exactly what you're doing, but for the most part things are clear.	(1) There are a fair number of places in which you fail to be clear and precise.	(0) Your presentation is massively unclear and imprecise.
Eye contact	(1) You maintain good eye contact. (It's ok to look at your notes from time to time, but you don't want to always look down at your notes and never up).	(.5) You sometimes maintain good eye contact and sometimes don't.	(0) You spend most of the time looking away.	Note: you only are eligible for points in rows after the first two if you get one or more points in each of the first two rows.
Speech Patterns	(2) You speak at an appropriate speed, smoothly, and not in monotone.	(1) Your speech patterns are for the most part good, but there are minor problems, e.g. you speak either too fast or too slow, haltingly, and/or in a monotone.	(0) Your speech patterns are deeply problematic, e.g. you speak either way too fast or too slow, very haltingly, and/or in a monotone.	
Interpretation	(2) Maximally accurate and charitable in interpretation, presenting keen insight into other author's ideas.	(1) Fairly accurate and charitable in interpretation.	(0) A number of problems in accuracy or charity of interpretation.	
Depth	(2) Discusses issues in depth, considering objections and responses, rather than talking through a number of points quickly.	(1) Discusses several issues in a moderate amount of depth.	(0) Discusses a large number of issues very quickly.	
Persuasion	(2) The points you make in defense of your main claims are all extremely plausible, or if somewhat implausible, you consider and respond to the most important objections to them.	(1) The points you make in defense of your main claims are, for the most part, fairly plausible.	(0) The points you make in defense of your main claims are rather implausible.	
Concision	(1) No unnecessary sentences or words. Everything regarding what other authors say is necessary to explain the points you'll be making.	(.5) Occasional extra words or sentences. Sometimes adds unnecessary remarks about what other authors say.	(0) Often adds extra words or sentences or talks about irrelevant points.	
Creativity	(2) You make some extremely creative points.	(1) Your points are rather creative.	(0) Your points are not especially creative, but rather fairly standard.	
Ambition	(1) Your conclusions are extremely surprising.	(.5) Your conclusions are rather controversial.	(0) Your conclusions are not particularly controversial, but rather fairly mainstream.	

Question and Answer Rubric - Phil Mind - Daniel Immerman

Clarity and Precision	(6) Extremely clear and precise. It's very easy to follow what you're saying.	(4) You are rather clear and precise.	(2) There are a fair number of places in which you fail to be clear and precise.	(0) You are massively unclear and imprecise.
Eye contact	(1) You maintain good eye contact.	(.5) You sometimes maintain good eye contact and sometimes don't.	(0) You spend most of the time looking away.	
Speech Patterns	(2) You speak at an appropriate speed, smoothly, and not in monotone.	(1) Your speech patterns are for the most part good, but there are minor problems, e.g. you speak either too fast or too slow, haltingly, and/or in a monotone.	(0) Your speech patterns are deeply problematic, e.g. you speak either way too fast or too slow, very haltingly, and/or in a monotone.	
Direct engagement	(3) You make sure to answer others' questions directly. If you don't know the answer, you say so explicitly. (It's fine to not know answers to some questions, and to have to think about them)	(2) Sometimes you answer questions directly, but sometimes you get distracted and talk about other matters instead.	(1) You regularly don't answer the questions, but instead talk on other matters.	
Persuasion	(3) The points you make in defense of your main claims are all extremely plausible, or if somewhat implausible, you consider and respond to the most important objections to them.	(2) The points you make in defense of your main claims are, for the most part, fairly plausible.	(1) The points you make in defense of your main claims are rather implausible.	
Concision	(2) No unnecessary sentences or words.	(1) Occasional extra words or sentences. Sometimes adds irrelevant points.	(0) Often adds extra words or sentences or talks about irrelevant points.	