

**“BRITISH” MEDIEVAL AND RENAISSANCE LITERATURE
(LITERATURA INGLESA MEDIEVAL Y RENACENTISTA)**

Oral Presentation Assessment Sheet

Presenters:

Text:

Total Score:

Grade:

	4	3	2	1	
Content					
1. Topic, Thesis statement, Arguments: explicitly expressed (both orally and within the power point) and clearly linked .					Topic, Thesis statement, or Arguments: missing or not clearly linked.
2. Covers main arguments: arguments which are expressed in the introduction are fully explained in the presentation by analysing examples from the texts.					Arguments not developed appropriately/missing: arguments are not expressed in the introduction or if they are, they are not explained fully or at all within the presentation.
3. Process: students explain the steps taken to prepare the presentation but not in terms of their sequence , rather analysing how the presentation evolved (drafts, versions), the difficulties encountered, discoveries etc.					Process students don't give a full account of the steps taken to prepare the presentation, or they don't analyse the way that their points of view changed, their difficulties, discoveries, students only give a list of the different steps without expressing a reflection about them.
4. Personal view: students can express their opinion about the primary text which is supported by arguments and explained through direct quotations. Students makes an explicit distinction between their own ideas and those expressed in the secondary material (articles, definitions etc.)					Personal view: it is difficult to distinguish the students' opinion about the primary text from the secondary material used, or it is not fully clear how this opinion is structured.
5. Concept definition: Students define the main concepts used, present these definitions clearly in the power point with explicit references (dictionary etc.) explaining why these specific understandings of the concept are useful to develop their analysis of the primary text(s).					Concept definition: Students don't define the main concepts used, or they don't present these definitions clearly in the power point with explicit references (dictionary etc.), or they just present definitions without explaining why these specific understandings of the concept are useful to develop their analysis of the primary text(s).
6. Secondary material: students use at least one secondary text, different from the ones in U-Cursos and one from U-Cursos , to support their topic, thesis and arguments. They explain the general aim (thesis and arguments) of the secondary material and are explicit about the way in which it contributes to explain their own views of the work(s) analysed.					Secondary material: students don't acknowledge their secondary material in the presentation, or they only explain one of the texts, or they only give a general description of the texts but are not explicit about the way that they contribute to their analysis of the works, or they only select a section for their analysis but don't include general aim (thesis and arguments) of the material. Students use only secondary material from U-Cursos.
7. Quote analysis: Students develop the topic, thesis and arguments by giving explicit examples from the primary and secondary texts through direct quotations. These are correctly presented within the power point and referenced following style guide requirements.					Quote analysis: Presentation does not include direct references to the primary or secondary texts, or examples provided don't contribute to explain topic, thesis, or arguments, or examples are presented without introduction, context and/or analysis, or quotes from the primary text are obtained from the

Students don't just read the quotation but introduce and contextualize them, as well as presenting a detailed comment which highlights certain sections of the quotations to explain the topic/thesis/arguments. Students have selected the quotations based on their personal view of the primary text(s) but if some quotations are obtained from secondary material or from a class, students are explicit about this.				secondary text.
8. Comparative aim (optional): students structure their presentation as a comparative analysis of two primary works from the selected list (by different authors). Students develop their topic, thesis, and arguments by explaining the ways in which the primary works are linked , either through their differences, similarities, or both .				Comparative aim: the works are analysed separately , instead of structuring the presentation around their links, or the points of comparison, they are only mentioned in one section of the presentation.

	2	1	
Referencing			
9. Secondary/Primary sources properly referenced: all texts used are acknowledged both orally and within the power point, following style guide requirements This includes both the primary (direct quotes, footnotes, etc.) and secondary sources (articles, books, classes, if included, etc.).			References and Bibliography: Primary and/or secondary are not acknowledged within the slides of the power point or the references are incomplete/ incorrect. There is no bibliography or there are elements incorrect or missing within it.
10. Full and appropriate bibliography: it follows style guide requirements (items in alphabetical order, use of italics or quotation marks for titles, editing details, page range for articles, etc.) and it includes the references of all the texts used in the oral presentation.			Bibliography inappropriate/missing: does not follow style guide requirements (items are not in alphabetical order, italics are not used for book titles, quotation marks are not used for article titles, editing details are missing, page range for articles is missing, etc.) and it doesn't include all the texts used in the oral presentation, or mentions texts which were not acknowledged during the presentation.
11. Appropriate secondary material: oral presentation is structured by using reliable academic material , published in books and journals which are based on a blind peer reviewed evaluation and a high standard in its publishing process.			Inappropriate secondary material: essay is based on websites, self-published material (MA, PhD thesis), undergraduate essays etc.
Structure			
12. Organization: e.g. opening statement, outline, introduction, discussion, and conclusion.			Organization: the structure of the presentation is not fully clear, or it is a bit confusing.
13. Power Point: legible, simple, clear and appropriate for topic and for audience, good graphics; correct grammar and spelling .			Power Point: the graphics are a bit confusing and so the power point does not contribute fully to the explanation of ideas. There are many grammatical and/or spelling mistakes.
14. Physical Behaviour, Language and Voice: good eye contact and appropriate physical gestures, appropriate choice of words for audience, correct grammar, appropriate volume, proper pace. Students don't read presentation but explain ideas using notes as			Physical Behaviour, Language and Voice: students speak in a low volume, making it difficult to understand their ideas. Students read presentation or present a memorized script .

support.			
15. Speaking Turns/Time Management: oral delivery balanced between speakers/delivery in accordance with time limit (5 mins. for single presenter; 10 mins. for pairs; 15 mins. for groups of three)			Speaking Turns/Time Management: presentation is too long or too short. One or more partners speak more or less than the rest.
Dialogue			
16. Question from teacher: students answer in a way that clarifies ambiguities in the presentation, aspects that are lacking, details about the work process, etc. and that demonstrate that they have prepared de presentation appropriately.			Question from teacher: students are vague about the information that requires clarification. The ambiguity in the presentation is not fully clarified, the use of primary or secondary material is not explained fully etc.
17. Comment for fellow students (optional): appropriate comment which considers ideas presented . Students make a comment which is related to some aspect of the presentation of their fellow students (thesis, arguments, quotes etc.) not about issues external to the presentation (context, author etc.) or about plot. The comment considers how the students' personal understanding of the text compares with the ideas presented. This indicates that students have read the primary text in advance and gave full attention to the presentation. The comment must be positive in its intention. The comment must be submitted in writing.			Comment for fellow students: the comment focuses too much on the overview of the presentation and too briefly on the links with the personal view of the works, or it centres more on the personal view of the works rather than establishing a balance with the overview of the presentation, or the overview is too general, revealing that the student did not give full attention to the presentation, or the personal view is too general, revealing that the student did not read fully one of the works.

Comments: