

Group Presentations: Critical Essay Analysis (10%)

In addition to individual presentations on course textbook readings, students will also have the opportunity to work in small groups on analyzing, annotating and responding to critical historical and cultural essays. These secondary sources provide further exploration of the theories, context, and significance of the primary texts, helping to clarify their purpose, reception, and enduring impacts. Well-researched, these essays not only serve as texts to help expand our ideas and understanding about their subject, but are excellent sources of evidence to support our arguments, and bibliographies if we are interested in continuing research.

While engaging with these texts can often seem frustrating or overwhelming, a collaborative approach will enable students to learn with and from one another, as they bring their various perspectives and knowledge to the table. Together, students can share not only understanding of content, context, and purpose, but techniques for engaging with academic and critical texts, increasing comprehension, critical thinking, synthesis, and communication skills.

Students will select one of the critical or peer-reviewed academic essays to annotate, summarize, and present to the class as part of a small group of 3-4 students. Using the collaborative digital tool Hypothesis, students' annotations and page notes on the document will be visible to the class as members of a course-wide group. During class, each group will present their work and lead a 15-20 minute class discussion on the text. This includes: brief summary and analysis, review significant quotes from the annotations, and 2-3 probing questions for the class, including responding to student and instructor questions.

Each group is responsible for annotations and page notes, a 1-2 page summary and analysis, including the thesis statement, major claims, significant facts, 2-3 probing questions for the class, and 2-3 Glossary/Key Terms per person.

Digital Component - Hypothesis

Annotations and page notes (Using BLST 10100 Group/Individual Contributions required)

Textual Component - Presentation

1-2 page summary (**PDF/DOC/SLIDES**)

- Thesis Statement
- Major Claims
- Significant Facts, Theories, Shifts, Geographies
- Quotes w/ page numbers
- Key Terms (Select 4-5 for presentation)
- 2-3 Probing Questions

Upload

Glossary/Key Terms

- 2-3 terms per person in **one, unified (group)** TXT/DOC document (ie. One document with 12 terms)
- Forum>Glossary Terms

Summary/Analysis

- Each group member should upload a copy of group Summary/Analysis
- .DOC or .PDF format
- BB>Assignments>Group Presentations.

Uploads are due 2 hours before the time of presentations, and should be made available to the class no more than 24 hours after a presentation has occurred.

Presentations should run 20-25 mins, with the majority of time (15-20 mins) devoted to class discussion on the text. and students should be prepared to ask/receive questions from their peers and professor.