

ENGL 105 – Unit 3
Writing in the Humanities: Academic Conference Presentation

Genre	Audience	Role	Purpose	Rhetorical Situation
Academic conference presentation (oral-visual) with Q&A session	Other scholars in the Humanities who are attending the WWI conference and/or will read your script after the conference	Rhetorician who studies visual propaganda	To analyze WWI posters in order to explain how war propaganda works	You've been selected to present your work on WWI propaganda posters at the Cultural Legacies of WWI conference.

Overview:

For our third unit, you will conduct primary and secondary research to consider the rhetoric of visual and textual mediums. You have been selected to present at an academic conference on topics related to World War I. Your research begins with the UNC Libraries' online collection of the many American propaganda posters created during World War I to recruit soldiers and build national pride. This digital collection, [“North Carolinians and the Great War”](https://docsouth.unc.edu/wwi/posters.html) focuses specifically on posters that would have been widely distributed in North Carolina to help bolster war efforts in the state. Be sure to read the introductory information about the collection before moving forward; then, for a full list of all posters included in the collection, go to <https://docsouth.unc.edu/wwi/posters.html>.

In this unit, you will eventually select one poster to study, analyze, research, and discuss. Your final unit project will include a brief (5-minute) visual presentation. As a rhetorician, your goal is to analyze the rhetorical strategies the artist used to create an effective propaganda poster. You should consider how the artist used images, color, text, and design elements to convey messages related to World War I. Additionally, you should explore the historical context of your poster and how it might have influenced North Carolinians who participated in the war efforts.

By working on the feeder assignments and unit project, you will develop the following skills:

- Conduct primary research as you analyze and interpret your chosen poster (an historical and cultural artifact)
- Identify how rhetorical strategies are deployed in both visual and textual formats, considering principles of multimedia composition and visual literacy
- Conduct secondary source research
- Place propaganda rhetoric in its historical context
- Synthesize complex research findings in a compelling oral presentation and written essay

Note that for all of our work in Unit 3, we will be using the Modern Language Association (MLA) 8th edition citation format, the citation format most commonly used by scholars in the Humanities. Your primary source of information on MLA 8th edition citation format should be the UNC Libraries. See the following pages:

- UNC Libraries: [“Why We Cite”](#)
- UNC Libraries, [MLA 8th ed.](#):
 - [“Sample References Page”](#)

- [“In-Text Citations”](#)
- [“Print Sources”](#)
- [“Online Sources”](#)

Feeder 3.1 is a Visual Analysis Worksheet that is designed to familiarize you with various propaganda posters and give you the opportunity to practice analyzing and interpreting textual and visual media. Feeder 3.1 is worth 5% of your final course grade.

- Wed. July 21: Feeder 3.1 rough draft due by 9:45am (Sakai forum post)
- Thurs. July 22: Feeder 3.1 final draft due for a grade by 9:45am (Sakai>Assignments)

Feeder 3.2 involves the completion of Background Research and Preliminary Analysis in which you narrow your focus to one specific poster, conduct preliminary research, and use that research to begin analyzing your selected poster. Feeder 3.2 is worth 5% of your final course grade.

- Fri. July 23: Feeder 3.2 rough draft due by 9:45am (Sakai forum post)
- Mon. July 26: Feeder 3.2 final draft due for a grade by 9:45am (Sakai>Assignments)

Unit Project 3 is an academic Conference Presentation. Playing the role of participants in a special session at the World War I conference, you will each deliver a brief in-class presentation about the propaganda strategies used in your selected poster. You will also submit a formal, polished version of your presentation script to the special issue of a journal published in conjunction with the conference. Unit Project 3 is worth 15% of your final course grade.

- Tues. July 27: UP3, draft 1 due by 9:45am (Sakai forum post)
- Wed. July 28: UP3, draft 2 due by 9:45am (Sakai forum post)
- Thurs. July 29: UP3 final draft due for a grade by 9:45am (deliver presentation in class; submit script, slides, and poster image file at Sakai>Assignments)
- Sat. July 31: Submit questions for the UP3 Q&A session by 12:00pm (Sakai forum post)
- Mon. Aug. 2: Submit answers to the UP3 Q&A session by 12:00pm (Sakai forum post)

For more detailed instructions for each feeder and your unit project, including grading rubrics, etc., see below. Always remember to refer to the specific instructions and guidelines listed in this document, including grading rubrics, as well as any samples or models we discuss in class.

Feder 3.1: Visual Analysis Worksheet

You will be exploring the online collection of American WWI propaganda posters to get a sense of the range and types of posters that were made. This feeder is designed to expose you to a variety of different cultural and historical artifacts and allow you to practice your skills of interpretation and historical research. You will select and download **two possible posters**. (Eventually, for your Unit Project, you will select one poster to analyze and discuss in your conference presentation.)

Find **two** WWI posters to analyze. For each poster, write one to two paragraphs that do the following:

- Explains your reasons for selecting the poster (considering such concepts as color, shape, leading lines, subject matter, artistic appeal, etc.)
- Includes a sentence or two about what message you think the poster is expressing and to what historical audience

In your feeder, include an image of each poster you are discussing as well as a full, bibliographic citation for each poster in MLA 8th edition citation format. See “Feeder 3.1 Sample” on Sakai at Resources>Unit 3 for an example of a successful feeder. To guide you in your analysis and exploration, consider also our in-class exercise on analyzing WWI posters and the video [“Analyzing World War I Posters”](#) by Emily Kader, UNC Rare Book Research Librarian. (The link to this video is also on Sakai at Resources>Unit 3.)

A rough draft of your Visual Analysis Worksheet is due Wed. July 21 by 9:45am via the appropriate Sakai forum. This rough draft should be attached to your post as its own document. We will workshop this in class that day. The file name for this document should be “[Your last name]_3.1 Rough Draft.” This draft does not have to be entirely complete, but it should be as close to complete as possible for you to maximize the benefits from the workshop in class.

Based on your workshop experience, revise and complete your Feeder 3.1 into a separate, final draft. This final draft of Feeder 3.1 is due for a grade on Thurs. July 22 by 9:45am via the “Assignments” tab on Sakai. The file name for this document should be “[Your last name]_3.1 Final Draft.”

The grading rubric for Feeder 3.1 begins on the next page of this document.

Grading Rubric for Feeder 3.1: Visual Analysis Worksheet

The final grade for Feeder 3.1 will be worth 5% of the student's final course grade.

	10	7	4	1
Required Elements	All required elements are present for each poster: image of the poster; basic poster info (author, title, publisher, printer, date, format, notes, agency, and call number; written response to the poster; bibliographic citation.	One or two minor aspects of the basic poster info are missing or incomplete.	Major lapses in required basic poster information.	Feeder is missing an image, a citation, a written response, or other major required element(s).
Poster #1 Selection	Feeder clearly explains student's reasons for selecting this poster based on various rhetorical elements in that poster.	Feeder attempts to explain inclusion of the poster but is somewhat vague, occasionally lacking in details or specificity.	An overall vague justification for choosing the poster as a cultural artifact.	Almost no attempt made to explain the selection of this poster for interrogation.
Poster #1 Messaging	Feeder makes claims about the messages of the poster based on evidence from student's preliminary visual analysis. This analysis gestures toward the historical audience this poster is designed to reach.	Feeder attempts to articulate claims about the poster messaging, but such claims are sometimes flawed or incomplete. Connections to historical context are sometimes lacking.	Significant flaws in student's articulation of the selected poster's messaging and/or connections to the poster's historical context.	Almost no attempt made to interpret the message of the selected poster and/or to connect selected poster to a larger historical context.
Poster #1 Style	Feeder features varied and sophisticated sentence	Feeder uses some repetitive diction, simplistic language or	Feeder occasionally lapses into casual, colloquial	Major lapses into casual discourse or little attempt to maintain

	structure and diction. Feeder uses a clear and concise writing style to analyze and interpret the poster.	sentence structures but mostly maintains a professional and objective tone.	discourse or subjective claims. Writing appears erratic, and some sentences are hard to follow.	objectivity. Diction is highly repetitive, and syntax is confusing.
Poster #2 Selection	Feeder clearly explains student's reasons for selecting this poster based on various rhetorical elements in that poster.	Feeder attempts to explain inclusion of the poster but is somewhat vague, occasionally lacking in details or specificity.	An overall vague justification for choosing the poster as a cultural artifact.	Almost no attempt made to explain the selection of this poster for interrogation.
Poster #2 Messaging	Feeder makes claims about the messages of the poster based on evidence from student's preliminary visual analysis. This analysis gestures toward the historical audience this poster is designed to reach.	Feeder attempts to articulate claims about the poster messaging, but such claims are sometimes flawed or incomplete. Connections to historical context are sometimes lacking.	Significant flaws in student's articulation of the selected poster's messaging and/or connections to the poster's historical context.	Almost no attempt made to interpret the message of the selected poster and/or to connect selected poster to a larger historical context.
Poster #2 Style	Feeder features varied and sophisticated sentence structure and diction. Feeder uses a clear and concise writing style to analyze and interpret the poster.	Feeder uses some repetitive diction, simplistic language or sentence structures but mostly maintains a professional and objective tone.	Feeder occasionally lapses into casual, colloquial discourse or subjective claims. Writing appears erratic, and some sentences are hard to follow.	Major lapses into casual discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing.
Citations	A coherent citation system (MLA 8 th edition) is used consistently throughout,	A citation system is systematically used with some lapses in providing required	It is very difficult to tell if a single citation style has been adopted throughout.	No effort at citing sources accurately and consistently is made.

	providing all relevant bibliographical information for each poster referenced.	bibliographical information.	Citations are erratic.	
Grammar	Feeder is free from typographical errors as well as spelling and grammar mistakes.	A few surface errors but none so consistent that they obscure the student-author's meaning.	Repeated surface errors.	No sign of editing or revision.
Total: /90				

Feeder 3.2: Background Research and Preliminary Analysis (500-750 words)

Now that you have practiced skills in interrogating the visual and rhetorical decisions used in creating a propaganda poster, it's time to narrow your focus to one specific poster, one specific attempt to communicate a specific wartime message. (Ideally, you'll choose one of the two posters from Feeder 3.1; if you wish to choose some other poster, please contact me in advance.) The poster you choose will be the focus of your work for Feeder 3.2 and for your Unit 3 Project.

Choose one poster. For the poster, complete background research and preliminary analysis by writing brief responses to the questions below using online searching and library resources like [Articles +](#), [online databases](#), and the [UNC Libraries catalog](#). (The secondary sources you use should ideally be scholarly and peer-reviewed although some hybrid sources might also be useful and appropriate.) Your feeder should take the form of a brief response paper of 500-750 words. (You will be using this research and extending your analysis for the unit project.) Remember to include an image of the poster you're discussing near the top of your response paper.

Conduct background research about the poster:

- Who is the artist who created this poster?
- What agency, individual, or other entity sponsored the poster's creation?
- During what time in the war was the poster produced and where was it displayed?
- What were some main events of the war at this time? How might those events have impacted the messaging in the poster?
- Note 1: You may or may not be able to get all of this information above on your posters.
- Note 2: Include appropriate in-text (MLA 8th edition) citations within your answers. At the end of your feeder, include a complete bibliography for all sources cited within your feeder. This should include a full, bibliographic citation for the poster you're discussing.
- Note 3: Again, remember to include an image of the poster you're discussing near the top of your response paper.

Learn about and practice rhetorical analysis:

- What message(s) is the poster conveying?
- Who is the audience for the poster? How can you tell?

- What are the visual or verbal strategies of persuasion used in the poster?
- What techniques are used by the artist, writer, composer, or advertiser (such as the U.S. government) to create an effective poster?
- What makes such a poster effective for its historical audience?

Please review the Feeder 3.2 grading rubric below for evaluation details. You can also use the rubric as a submissions checklist to help you make sure you fully understand the assignment's expectations and have included all the required elements. Consider also our in-class exercises and discussions as well as the "Feeder 3.2 Sample" on Sakai at Resources>Unit 3.

A rough draft of your background research and preliminary analysis is due Fri. July 23 by 9:45am via the appropriate Sakai forum. This rough draft should be attached to your post as its own document. We will workshop this in class that day. The file name for this document should be "[Your last name]_3.2 Rough Draft." This draft does not have to be entirely complete, but it should be as close to complete as possible for you to maximize the benefits from the workshop in class.

Based on your workshop experience, revise and complete your Feeder 3.2 into a separate, final draft. This final draft of Feeder 3.2 is due for a grade on Mon. July 26 by 9:45am via the "Assignments" tab on Sakai. The file name for this document should be "[Your last name]_3.2 Final Draft."

Grading Rubric for Feeder 3.2: Background Research and Preliminary Analysis

The final grade for Feeder 3.2 will be worth 5% of the student's final course grade.

	10	7	4	1
Background Information and Context	Student-author provides background information of one poster (the artist/agency who produced the poster, the time period, the concurrent major events, etc.), placing the poster in a useful historical and cultural context. Image of the poster is included in the response paper.	Some minor lapses in including or considering pertinent background information or context for the poster.	Major lapses in including or considering pertinent background information or context for the poster.	Little to no attempt is made to explore the historical, social, and cultural context or background of the poster. Image of the poster is missing from the response paper.

Rhetorical Analysis	Student-author analyzes the visual and verbal rhetoric of the poster, interpreting elements based on evidence from the poster.	Student-author attempts to analyze the various elements of the poster but overlooks some details that might be pertinent. Some aspects of the analysis are a bit weak.	Student-author's attempt to analyze the various elements of the poster is cursory/superficial and shows very limited engagement with the poster.	Little to no attempt is made to analyze the various elements of the poster.
Articulation of Claims	Synthesizing historical info with observations about the poster's elements, student-author articulates claims about the elements and techniques of the poster that the artist included to reach their historical audience for a desired effect.	Student-author attempts to make claims regarding the poster's rhetoric in relation to historical context and intended effect but overlooks some details that might be pertinent. Some claims are a bit weak, unclear, or require more detail or evidence.	Any claims made regarding the poster's rhetoric, etc. are cursory and/or unclear. Minimal to no evidence or detail is used to support these claims.	Response paper contains merely observations and factual info; little to no attempt is made to actually articulate a claim about the poster and its rhetoric.
Paragraph Structure	Paragraphs contain an analytical topic sentence that makes one central claim and then provides evidence and analysis to support this claim. Each paragraph flows well.	Paragraphs are mostly well structured with a few slip-ups; some paragraphs either do not contain adequate flow, are missing a topic or ending sentence, or do not analyze their evidence.	A few paragraphs attempt to do too much or do not advance one specific claim. Paragraphs do not contain logical flow of information.	Paragraphs are highly unorganized and very difficult to follow; paragraphs do not advance any claim at all.
Integration of Sources	Sources are excellently paraphrased and summarized and are incorporated	Sources are mostly paraphrased and summarized well, as is the	Summaries and paraphrases are confusing, awkward, and do not flow well with	Sources are pulled in as lengthy direct quotes, and almost no effort

	smoothly into the writing using signals or attributions. Direct quotations are used sparingly and when appropriate. Outside source material does not stand alone; the ideas are woven into the writing.	inclusion of quotations. Student-author makes some attempt to analyze this research.	the rest of the paragraph. Quotations are poorly integrated into the text and tend to be unnecessarily long with little comment/analysis.	is made to paraphrase or summarize them. Student-author does not provide enough information for the reader to understand the importance of this material and offers no analysis/ commentary of their own.
Organization	Response paper is organized with a logical and explicit pattern.	Response paper is mostly well-organized, but some paragraphs seem out of order or repetitive.	Response paper is very confusingly organized and does not reflect an overall organizational pattern.	Response paper is organized so confusingly that it impedes the student-author's purpose.
Style	Response paper features varied and sophisticated sentence structure and diction.	Response paper uses some repetitive diction, simplistic language or sentence structures but mostly maintains a professional and objective tone.	Response paper occasionally lapses into overly casual, colloquial discourse or subjective claims. Writing appears erratic, and some sentences are hard to follow.	Major lapses into casual discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing.
Citations	A coherent citation system (MLA 8 th edition) is used consistently throughout, providing all relevant bibliographical information.	A citation system is systematically used with some lapses in providing required bibliographical information.	It is very difficult to tell if a single citation style has been adopted throughout. Citations are erratic.	No effort at citing sources accurately and consistently is made.
Grammar	Feeder is free from typographical errors as well as	A few surface errors but none so consistent that they obscure the	Repeated surface errors.	No sign of editing or revision.

	spelling and grammar mistakes.	student-author's meaning.		
Total:	/90			

Unit Project 3: Academic Conference Presentation (5-6 minutes, approx. 900-1,200 words)

Congratulations! You have been selected to present at an academic conference on topics related to World War II! Now that you have studied and analyzed the content of and context for a specific WWI propaganda poster, it is time to prepare for your conference presentation by writing a script, designing slides based on that script, and rehearsing. At the conference, each of you will give a brief (5-minute) oral/visual presentation on your chosen propaganda poster. Part of your grade will rely on your ability to effectively and appropriately present your findings in the context of an oral presentation with engaging visual aids. Part of your grade will also rely on your responsible engagement with the work of your fellow presenters via an online question-and-answer (Q&A) session following the conference.

Organizers of an academic conference often publish a special collection of the “findings,” “notes,” or “proceedings” from that conference to allow the work of the conference presenters to be more widely shared with other members of the scholarly discourse, beyond just the people who physically attended the scholar’s presentation. These often take the form of extended, polished versions of the speaker’s notes or script. We will take a similar approach. In addition to delivering your presentation in class, you will each contribute a formal, polished written version of your script to a special collection of our Conference Proceedings along with a high-resolution image file of your selected poster.

As you begin to compose your presentation, begin by carefully describing all the visual and artistic components of your poster. For each of these components, come up with some kind of theme or topic. How do they all start to come together into something unified? Overall, you’re trying to answer these questions (in no particular order):

- What message is the poster sending—not only literally but symbolically? How is the message conveyed? Or what techniques does the artist use to send the message? What images in the poster are references to other cultural symbols? (For instance, the image of a mother and child might reference or evoke the Madonna, which carries with it other, specific associations and implications.) Figure those out; make those connections.
- How does the artist/poster appeal to the audience? How does it try to persuade?
- How is the message suited to the particular context and moment of the war, given the country and organization that sponsors the poster?
- You may speculate on whether or not you think this was a convincing poster.

Your work in the unit so far has already provided you with many of these answers, at least as starting points. Remember also our exercise on developing a thesis statement for your unit project.

Your presentation should contain a brief introduction to your poster, concluding with a clearly articulated thesis in which you state your primary argument for a particular interpretation of your poster. In the body of your presentation, you should “prove” your thesis by analyzing the various rhetorical (textual and visual) elements of your poster (how the artist uses images, color, words,

design, space, leading lines, etc.) to convey distinctive messages about WWI. Your argument should also incorporate background and historical information to contextualize your discussion and your various claims. Your presentation should end with a brief conclusion that sums up your points and gestures towards the larger implications regarding your interpretation of this specific poster. The final, polished draft of the script you submit should include appropriate in-text citations and a full Works Cited list; the Works Cited list should include full, bibliographic citations for all secondary sources in your presentation but also your primary source: the specific poster you are discussing. At the beginning of your script, include a copy of the poster image for easy reference.

Tips:

- Your audience includes other scholars from a range of arts and humanities disciplines who are attending the conference and will watch your presentation as well as other similar scholars who will access your poster and presentations script as part of an online collection after the conference. Your essay should be interesting and engaging to this academic audience.
- Your style should be readable and accessible to an academic audience from a range of arts and humanities disciplines while still formal and polished. Remember also that you are writing a script for a presentation you will read aloud.
- In your final, polished draft of the script you submit, include a copy of the poster near the top of the script. When you submit your final draft, please also download a high-resolution of the poster image from [Documenting the American South](#) and upload that image file (preferably as a .jpg image file) as part of your submission. This will allow me to easily examine the poster at a higher resolution.

Notes on the Presentation:

A typical conference presentation is between fifteen and twenty minutes long. Because our time is limited, I am limiting your presentations to between five and six minutes (aim for a presentation length of five and a half minutes). This abbreviated format should allow you to practice your editing and condensing skills. This translates to about 900 to 1,200 words, although you should practice reading your presentation aloud with your own timer to adjust as necessary as you compose and in preparation to deliver your presentation. Your time (and thus the length of your written script) will depend upon the specific content you present and the style of your writing and your delivery. Because this assignment is designed to emulate a conference presentation, in which time is extremely limited, a presentation length that is significantly more or less than five minutes will result in a rapid reduction of points on your grade. You should not speak for more than six minutes.

Remember that you are writing a script for a presentation rather than a typical paper. Your language should still be polished and formal, but keep in mind that you will ultimately be reading this aloud. Your script should contain necessary in-text citations even though you won't read those out loud while presenting; because you won't read those out loud, your actual writing will need to make it especially clear when you are referencing the work or ideas of an outside source. In class, we will discuss tips for oral communication and presentations; for more information on writing, delivering, and recording presentations, see "Oral Communication and Presentations – Best Practices," which contains tips and other resources, etc. (Sakai>Resources>Helpful Handouts and Resources).

In addition to preparing a written script, you should prepare a series of visuals to illustrate and supplement your presentation content. You can use any presentation software of your choice, such as Microsoft PowerPoint, [Google Slides](#), [Prezi](#), or even a presentation page on [Adobe Spark](#) (consider how I used the online, Adobe Spark version of our course syllabus to guide my presentation of the syllabus on our first day of class), but other options are welcome. Regarding PowerPoint, all members of the UNC community can sign up for free access to Microsoft Office 365 (which includes PowerPoint) at <https://office.unc.edu/>. To expedite a smooth presentation, whatever you use, all of these visuals should be collected as a single item such as a slide presentation file or a url to an online presentation, etc. (not just several separate image files).

Any slides/images should only be used if they provide useful visuals, graphics, or some other illustration that assists in the audience's comprehension of the speaker's points and to which the speaker directly refers during their presentation; purely decorative slides should not be used.

If any of your slides include texts, quotes, images, figures, etc. that should be cited, make sure an appropriate parenthetical citation is visible (but not distracting) on that slide. Your final slide should be a Works Cited list for all sources that are referenced within your slides. You might not show that slide, but it should be included in the slides you submit. This includes any images you find through search engines, etc. (For assistance in citing images, visuals, photographs, etc., see "How to Cite Images, Visuals, Data Visualizations, etc." on Sakai at Resources>Helpful Handouts and Resources.)

Although you should rehearse your presentation multiple times in advance and should be comfortable and familiar with your presentation script, **you are not expected to recite your presentation from memory**. When you present, you will be operating some kind of slideshow using the classroom computer; for this reason, it is strongly suggested that you **not** rely on reading your script from your own laptop at the same time. Instead, it is **highly** encouraged that you read from a print version on sheets of paper or notecards. You cannot read your script from your phone as that is difficult, distracting, and unprofessional.

Successful presentations will display considerable investment in the revision process and will be clearly written and logically organized. They will be well-rehearsed, poised, confident and use visuals in an engaging and appropriate way to supplement and illustrate your ideas without becoming cumbersome, distracting, or overwhelming.

Timeline for Unit Project:

Your first draft of your presentation script is due Tues. July 27 by 9:45am via the appropriate Sakai forum for us to workshop in class that day. The file name for this document should be "[Your last name]_UP3 Draft 1." This draft does not have to be entirely complete, but it should be as close to complete as possible for you to maximize the benefits from the workshop in class and to maximize your time to rehearse your presentation. **If you have any draft of slides or visuals, please also attach those to your forum post or include a link to the slides if they are online.**

Based on your workshop experience, revise and complete your presentation script into a separate, second draft. The second draft of your presentation script is due Wed. July 28 by 9:45am via the appropriate Sakai forum for us to workshop in class that day. The file name

for this document should be “[Your last name]_UP3 Draft 2.” This draft should be a complete draft, requiring only minor adjustments. **At this point, you should at least have a rough draft of your presentation visuals, so you should also attach those to your forum post or include a link to the slides if they are online.**

Based on your workshop experience, revise and complete your presentation script and presentation slides into separate, final drafts. Rehearse your presentation in preparation for class on Thursday, July 29. All elements of your presentation are due on Thurs. July 29 by 9:45am via the “Assignments” tab on Sakai:

- The final, polished draft of your script (which should include a small image of your poster and a complete Works Cited list that cites all outside sources, including your poster)
- The final draft of your presentation slides as some kind of presentation file or a url to the online presentation
- A high-resolution image file (preferably .jpg) of your chosen poster

In class on Thurs. July 29, each student will deliver a presentation of 5-6 minutes on their selected WWI poster. The order in which you present will be randomized, but everyone will present in class on that day.

- Failure to attend class to deliver your presentation in person will result in SEVERE grade penalties for your unit project unless you have worked out accommodations with me in advance.
- All students are expected to be attentive and respectful to their peers as they present; failure to do so will result in SEVERE grade penalties for your unit project. You should take notes on the presentations of your peers so you are prepared for the Q&A session that will follow and so that you can learn from their material, research, and process.

Remember, this timeline means you will need to complete your script early enough to give you time to practice/time yourself presenting it so you can make sure that your presentation will be poised but also that it will be the appropriate length. Once your script is finalized, you will also need time to print out your script or prepare notecards, etc. to reference while you present. Again, remember our discussion of oral communication and see “Oral Communication and Presentation – Best Practices” (Sakai>Resources>Helpful Handouts and Resources).

Q&A Session:

Typically, presenters at an academic conference are divided into group of three to six presenters each, who consist of a panel; their papers are usually somewhat related thematically. Each panel reserves time after the presentations for audience members, the moderator, and even fellow panelists, to ask presenters questions about their research material, process, etc. so they can learn more about the relevant topics and research. These Q&A sessions are a vital aspect of the scholarly discourse, a way for peers and colleagues to share insights and generate new ideas. Because our time is limited, we will not be able to engage in a Q&A session during class.

Instead, our Q&A session will be held virtually via Sakai forums. You have each been randomly assigned one classmate to whom you will submit questions regarding their presentation. These questions should be sincere and relevant to the material at hand. You can ask about anything that was mentioned in their presentation: the visuals or the creators of said visuals; rhetorical, textual, or visual elements mentioned; other scholars or works mentioned; the historical context; your classmate's interpretation; or even your classmate's research/writing process. These questions don't have to be incredibly deep or profound (nor should they be harsh, overly critical, or designed to "stump" the presenter), but they should reveal genuine curiosity about your peer's work. What more would you like to know? (Feel free to also add your comments about your peer's work, as long as those comments are constructive and appropriate.)

Again, you are each assigned one classmate to whom you will submit two or three questions. Submit these questions to the appropriate Sakai forum by 12:00pm on Sat. July 31. The title of your post should be the name of the classmate to whom your questions are addressed.

Now it's time to think like a presenter. Look at the two or three questions you've received from your classmate. (If you cannot access/have not received all of the questions you should have by 12:00pm on Sat. July 31, contact me immediately to let me know.) Reply to the post, answering at least one of the questions by 12:00pm on Mon. Aug. 2. (Make it clear which question/s you're answering.) Your answer should be about a paragraph, around five sentences, although you're welcome to write more. Your answer(s) should be professional and courteous, but if you mention an outside source or scholar, providing the last name and title (or even a url) is sufficient. These are professional conversations, not essays.

Failure to submit appropriate questions and/or answers in a timely manner is a failure to engage in the scholarly discourse of your peers (and is discourteous—and potentially harmful—to your peers) and will SEVERELY lower your grade on this project.

Remember also that your final class journal entry is also due by 12:00pm on Mon. Aug. 2! That's separate from this project, but I wanted to include a friendly reminder here as well. I will report final grades to the University by 5:00pm that day, so there is no room for adjustments with the final deadline either for your journal entry or for your answers to the questions you've been asked in our Q&A session.

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Please review the Unit 3 Project rubric (included below) for evaluation details. You can also use this rubric as a submissions checklist to help you make sure you fully understand the assignment's expectations and have included all the required elements.

Grading Rubric for Unit Project 3: Academic Conference Presentation

The final grade for Unit Project 3 will be worth 15% of the student's final course grade.

	10	7	4	1
Introduction and Thesis Statement	Introduction clearly identifies the central topic under study, offers helpful background or contextual information, and contains a logical progression of ideas, ending with the thesis statement. Thesis statement makes a strong and interesting claim regarding one specific WWI poster: its context and its rhetoric for an intended effect on a specific audience. Statement is well-worded, clear, and intriguing.	Some information about the presentation's central topic is offered, but it is confusingly organized or summarized strangely. Thesis statement forwards an arguable claim but does so in confusing or unclear language.	Introduction is cursory at best and does not provide enough information for the audience to understand the significance of the thesis statement. Thesis statement makes more of an observation rather than a debatable claim.	Presentation lacks introduction. Presentation lacks thesis statement, or thesis statement is totally unintelligible.
Body	Body includes well synthesized information drawn from sources, including details from the primary source (the poster being discussed). It is well organized and offers multiple sub-claims that support the overall argument. Sources are smoothly integrated into the writing and then analyzed or discussed by the presenter.	Body is lacking some detail or specificity. In a few instances, more evidence or detail is necessary to support its claims. Or minor issues with integrating outside sources.	Body is significantly lacking in some way. Minimal or no evidence is provided to support claims. Or major issues integrating outside sources.	Body contains almost no credible information or detail drawn from scholarly sources or the primary source; body is disorganized and confusing. Or sources are integrated with almost no commentary or analysis by the presenter.

Paragraph Structure	Paragraphs contain an analytical topic sentence that makes one central claim and then provides evidence and analysis to support this claim. Each paragraph flows well.	Paragraphs are mostly well structured with a few slip-ups; some paragraphs either do not contain adequate flow, are missing a topic or ending sentence, or do not analyze their evidence.	A few paragraphs attempt to do too much or do not advance one specific claim. Paragraphs do not contain logical flow of information.	Paragraphs are highly unorganized and very difficult to follow; paragraphs do not advance any claim at all.
Organization	Presentations is organized with a logical and explicit pattern.	Presentation is mostly well-organized, but some paragraphs seem out of order or repetitive.	Presentation is very confusingly organized and does not reflect an overall organizational pattern.	Presentation is organized so confusingly that it impedes the presenter's purpose.
Style	Presentation features varied and sophisticated sentence structure and diction, written for an oral presentation.	Presentation uses some repetitive diction, simplistic language or sentence structures but mostly maintains a professional and objective tone.	Presentation occasionally lapses into overly casual, colloquial discourse or subjective claims. Writing appears erratic, and some sentences are hard to follow.	Major lapses into casual discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing.
Conclusion	Conclusion clearly & definitively answers the "so what"/ "who cares" questions, indicating the	Conclusion makes some effort to point to broader implications of	Conclusion mostly just repeats information already stated.	Conclusion is indistinguishable from introduction.

	significance of the presentation's argument by gesturing towards future research and/or the larger implications of this content.	the topic and to potential next steps.		
Citations	A coherent citation system (MLA 8 th edition) is used consistently throughout; Works Cited list is complete and formatted accurately. Script is written so that source attributions are explicitly and clearly stated by the presenter.	A citation system is systematically used with some lapses in providing required bibliographical information; Works Cited list does not include all sources cited in body of text. Some lack of clarity regarding source attribution.	It is very difficult to tell if a single citation style has been adopted throughout. Citations are erratic, and/or Works Cited list is incomplete. Major issues with source attribution.	No effort at citing sources accurately and consistently is made.
Grammar	Presentation script and all visuals are free from typographical errors as well as spelling and grammar mistakes.	A few surface errors in the script or visuals but none so consistent that they obscure the intended meaning.	Repeated surface errors in the script or visuals.	No sign of editing or revision.
Presentation Delivery	Presentation is well-rehearsed, poised, and delivered in a professional, articulated manner within the time frame of five to six	Presentation is well-rehearsed and mostly poised. Presenter occasionally	Presentation does not feel adequately prepared. Presenter fails to maintain eye	No sign that the presenter has rehearsed the presentation. Almost no useful visuals

	minutes. Presenter varies their tone and speed, maintains eye contact, and is engaging and confident. Any visuals or slides contain content that is appropriate, useful, and directly referenced in the presentation.	spends too much time looking down or speaking too quickly/quietly. Minor issues with visuals and/or duration of presentation.	contact or appropriate speed or volume. Major issues with visuals and/or duration of presentation.	are included in presentation.
Q&A Session	Presenter engages with conference peers by submitting 2-3 questions to some other (pre-assigned) presenter, questions that are relevant to that presenter's material and could generate more insight, knowledge, etc. Presenter responds to questions received in a timely and appropriate manner, offering further information, details, and/or resources.	Some minor issues with the depth, relevance, or insight displayed in one or two questions or answers.	Questions are superficial, irrelevant, and/or inappropriate; questions have already been answered within the presentation itself. Answers are cursory, superficial, or otherwise significantly lacking.	Presenter fails to submit the minimum required questions and/or answers in a timely/sufficient manner.
Total: /100				