

# Oral Presentations

## Objective

Allow every student in the class to present on a topic that will further enrich the educational experience of all class members.

## Dates:

All presentations will take place on Tuesday, November 12th & Thursday, November 14th at the Ekstrom Library room 117A (CLC) during the regular class time from 2:30-3:45 pm

**There will be no make up dates.**

**EVERYONE IS REQUIRED TO ATTEND.**

## Procedures

1. We will assemble in three (3) groups of five (5). Each group has already been assigned a presentation topic (see list below).
2. Students studying The Collapse of the Maya (*Apocalypso*), Slavery in Cuba (*La última cena*), and *Mayan Art* will present on Tuesday 12.
3. Students analyzing "Mujeres en la América colonial," (*Yo la peor de todas*), La dictadura de Rosas (*Camila*) and "Slavery in Latin America" (*Quanto vale o é por quilo?*) will present on Thursday 14.
4. Each presentation will last 12-15 minutes, with additional five minutes for questions.
5. Each presenter will be evaluated on the following
  - Handout
    - information needed to become acquainted with the topic.
    - Answers to the list of questions
    - List of bibliographical sources (designed using the MLA style)
  - Quality of the presentation content
  - Delivery: how effective the student deliver the presentation in Spanish.
    - **NO ONE WILL BE ALLOWED TO READ THE PRESENTATION.** You can use notes (an outline, for instance)
  - Visual aids.
    - There will be notebook computers (or you can bring your own) to allow you to show visual aids: slides, clips, pictures, and so forth.

## • Preparation

- I. **ON TUESDAY, OCTOBER 15** meet with the other students in your group so you can decide how to present the assigned topic and DIVIDE up the work.
  1. If you need more than this 75 minutes, you will have to organize yourselves and meet again if necessary. This will be the only official class time set aside for planning.
  2. You don't have to meet in the classroom. But, it will be available if needed.
  3. I will not supervise this planning section but I will be more than glad to provide guidance and help.
2. Each group must distribute the same handout, use the same visual aids, and deliver the same content. So, you will have to prepare together before hand.

## • Topics

### La caída del impero maya:

- Gibson, Mel. *Apocalypto*. USA, 2007.  
*Ekstrom Library Access and User Services Desk (1st floor) DVD PN1997.2 .A655 2007*

and Chapter 5 "The Maya Collapses" from: Diamond, Jared. *Collapse: How Societies Choose to Fail or Succeed*. New York: Viking, 2005.  
*Ekstrom Library Book Stacks (3rd floor) HN13 .D5 2005*

### La esclavitud en Cuba:

- Gutiérrez Alea, Tomás. *La última cena*. Cuba, 1975.  
*Ekstrom Library Access and User Services Desk (1st floor) DVD PN1997 .L339 2008*

and article Ferrer, Ada. "Cuban Slavery and Atlantic Antislavery." *Review* (Fernand Braudel Center) 31.3, 2008, pp. 267-95.  
*Stable URL: <http://www.jstor.org/stable/40241721>*

### La dictadura de Rosas en la Argentina:

- Bemberg, Maria Luisa. *Camila*. Argentina, 1985.

Hart, Stephen M. "Bemberg's Winks and Camila's Sighs: Melodramatic Encryption in *Camila*." *Revista Canadiense de Estudios Hispánicos* 27.1, 2002, pp. 75-85.  
*Stable URL: <http://www.jstor.org/stable/27763815>*

### La mujer en la América Latina colonial:

- Bemberg, Maria Luisa. *Yo la peor de todas*. Argentina, 2003.  
*Ekstrom Library Access and User Services Desk (DVD PN1997 .Y469 2003)*

- Lavrín, Asunción, editor. *Sexuality and Marriage in Colonial Latin America*. Latin American Studies Series. University of Nebraska Press, 1989, pp. 252-286;  
*Ekstrom Library Book Stacks (3rd floor)HQ 560.5 .S48 1989*

### **El arte maya:**

- Reents-Budet, Dorie, et al. *Painting the Maya Universe: Royal Ceramics of the Classic Period*. Duke University Press in association with Duke University Museum of Art, 1994.  
*Art Library Book Stacks F 1435.3 .P8 R44 1994*
- Detroit Institute of Arts, and Alfred Kidder. *The Art of the Ancient Maya*. Crowell, 1959.  
*Ekstrom Library Book Stacks (3rd floor)F 1435.3 .A7 D4 1959*

### **La esclavitud en las Américas**

- *What Is It Worth? (2005) / Quanto Vale Ou É Por Quilo?* (Sergio Bianchi, Brazil)
- “Part Four / Africa in the World.” “8. Crazy Soup” & “9. Forest of Fugitives”  
Mann, Charles C. *1493: Uncovering the New World Columbus Created*. 1st ed. ed. Knopf, 2011.  
*Ekstrom Library Book Stacks (3rd floor)D228 .M36 2011*

- **Groups**

<b>Tema</b>	<b>Grupo A</b>	<b>Grupo B</b>	<b>Grupo C</b>
<b>Tuesday 12</b>			
<i>Apocalypto</i>	Jacob	Juliana	Deborah
<i>La última cena</i>	William	Megan Eichert	Autumn
<b>El arte maya</b>	Alejandra	Jake	
<b>Thursday 14</b>			
<i>Yo la peor de todas</i>	Meagan H	Travis	Sarah
<i>Camila</i>	Elizabeth	Kathryn	Emma
<b>Quanto Vale Ou É Por Quilo?</b>	Elianis	Jordyn	

**Preguntas fundamentales para el análisis de películas**

1. ¿Qué asunto trata esta película? ¿A qué se refiere?
2. Por qué empieza el texto (ficción o película) de la manera que lo hace? ¿Qué expectativas despierta en la audiencia?
3. ¿Esta película relata la historia de quién?
4. ¿Cuál es el conflicto básico? ¿Hay metáforas de este conflicto?
5. ¿Cómo es el "Otro"?
6. ¿Desde qué perspectiva se presenta la historia?
7. ¿Cómo se trata la historia oficial? ¿Se la respalda, rectifica, corrige, re-escribe?
8. ¿Hay relaciones especiales entre la obra y su contexto (tiempo/espacio) que le causan problemas al espectador? ¿Qué hace falta saber para entender la película?

**INCLUYA Información del artículo para responder a esta pregunta.**

9. ¿Es la película convincente? ¿Resulta creíble la historia o historias que se relatan?
10. ¿Cuál representa el propósito de la película?
11. ¿En qué imagen termina la película? o ¿En que escena termina la obra de ficción? Explique el efecto que pretende crear o crea en el espectador/lector.
12. ¿Hay un mensaje coherente? ¿Cuál es?

**Preguntas fundamentales para el análisis de artículos y capítulos de libro**

1. ¿Cuál es el propósito principal de estos artículos?
2. ¿Cuál es (son) la(s) pregunta(s) clave(s) que el autor discute?
3. La información más importante presentada en el artículo es . . .
4. Las conclusiones de este artículo son . . . .
5. ¿Cuál es el punto de vista presentado en este artículo?  
(¿Qué examina el autor y desde qué punto de vista lo mira?)
6. ¿Coincide o contradice lo que el autor propone? Defienda su respuesta.
7. ¿Hay relaciones especiales entre la obra y su contexto (tiempo/espacio) que le causan problemas al lector?

INCLUYA Información del artículo para responder a esta pregunta.





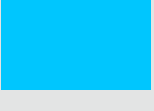

8. ¿Elabore sobre la ideología de el/los autor(es)?
9. Compare, y/o contraste los dos artículos o capítulos.
10. Elabore sobre detalles no cubierto en esta lista., si lo considerare necesario.

**Preguntas fundamentales para el análisis de piezas de arte**

1. ¿Qué asunto tratan estas obras (pintura, escultura o demás)? ¿Qué cuentan las obra?
2. Comente sobre los aspectos estéticos relevantes de las piezas. Mencione los elementos técnicos relevantes: color, composición, y estilo.
3. ¿Qué emociones provoca?
4. Elabore sobre el contexto socio-cultural en que se produjeron las piezas
5. ¿Qué revelan los artefactos de estudio sobre las civilizaciones que las produjeron?
6. Comente sobre la importancia y relevancia de las piezas seleccionadas.
7. ¿Cómo es el "Otro"?
8. ¿Desde qué perspectiva se presenta la historia que visualmente narra(n) la(s) obra(s)?
9. ¿Hay relaciones especiales entre la obra y su contexto (tiempo/espacio) que le causan problemas al espectador? ¿Qué hace falta saber para entender los objetos de arte?
10. ¿Elabore sobre la ideología de los pintores, escultores o diseñadores de las piezas?
11. ¿Qué aprendemos de las civilizaciones que la produjeron al estudiar sus obras de arte?
12. Elabore sobre detalles no cubierto en esta lista. si lo considerare necesario.

<b>Oral Presentation Evaluation</b>	<b>Exemplary (90%-100%)</b>	<b>Proficient (80%-89%)</b>	<b>Developing (70%-79%)</b>
<b>Handout</b>	Exemplary (90%-100%)	Proficient (80%-89%)	Developing (70%-79%)
The handout includes clear definitions and/or answers of issues or problems discussed.			
The answers on the handout identify core issues and appreciate the issues depth and breadth.			
The answers on the handout identify core issues and appreciate the issues depth and breadth.			
Copies were distributed, in printed copies, to the class before the presentation.			
It conforms to proper grammar and stylistic rules.			
It conforms to current MLA Style guidelines.			
<b>Content</b>	Exemplary (90%-100%)	Proficient (80%-89%)	Developing (70%-79%)
The presentation delivers insightful information.			
The presentation reaches beyond the basic concepts.			
The presentation shows evidence of a well-researched work			
<b>Visual Aids</b>	Exemplary (90%-100%)	Proficient (80%-89%)	Developing (70%-79%)
The visual aids help to visually reinforce what the presenter says.			
The visual aids make the theme more visually appealing.			
The clips abide by the rule: 4 clips of 20 seconds (maximum length) each or one of 60 seconds (maximum length).			



	<i>Apocalypto</i>
	<i>La última cena</i>
	<i>Camila</i>
	<i>Yo la peor de todas</i>
	<i>Quanto cuesto o é por quilo?</i>
	<i>El arte maya</i>



## Team Policies<sup>†</sup>

Your team will have a number of responsibilities as it completes problem and project assignments.

*Designate a coordinator, recorder and checker for each assignment. Add a monitor for 4-person teams.*

Rotate these roles for every assignment.

*Agree on a common meeting time and what each member should have done before the meeting (readings, taking the first cut at some or all of the assigned work, etc.)*

*Do the required individual preparation.*

*Coordinator checks with other team members before the meeting to remind them of when and where they will meet and what they are supposed to do.*

*Meet and work.* **Coordinator** keeps everyone on task and makes sure everyone is involved, **recorder** prepares the final solution to be turned in, **monitor** checks to make sure everyone understands both the solution and the strategy used to get it, and **checker** double-checks it before it is handed in. Agree on next meeting time and roles for next assignment. For teams of three, the same person should cover the monitor and checker roles.

*Checker turns in the assignment, with the names on it of every team member who participated actively in completing it.* If the checker anticipates a problem getting to class on time on the due date of the assignment, it is his/her responsibility to make sure someone turns it in.

*Review returned assignments.* Make sure everyone understands why points were lost and how to correct **errors**.

*Consult with your instructor if a conflict arises that can't be worked through by the team.*

Dealing with non-cooperative team members. If a team member refuses to cooperate on an assignment, his/her name should not be included on the completed work. If the problem persists, the team should meet with the instructor so that the problem can be resolved, if possible. If the problem still continues, the cooperating team members may notify the uncooperative member in writing that he/she is in danger of being fired, sending a copy of the memo to the instructor. If there is no subsequent improvement, they should notify the individual in writing (copy to the instructor) that he/she is no longer with the team. The fired student should meet with his/her instructor to discuss options. Similarly, students who are consistently doing all the work for their team may issue a warning memo that they will quit unless they start getting cooperation, and a second memo quitting the team if the cooperation is not forthcoming. Students who get fired or quit must either find another team willing to add them as a member or get zeroes for the remaining assignments.

As you will find out, group work isn't always easy—team members sometimes cannot prepare for or attend group sessions because of other responsibilities, and conflicts often result from differing skill levels and work ethics. When teams work and communicate well, however, the benefits more than compensate for the difficulties. One way to improve the chances that a team will work well is to agree beforehand on what everyone on the team expects from everyone else. Reaching this understanding is the goal of the assignment on the *Team Expectations Agreement* handout.

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<sup>†</sup>Adapted from R. M. Felder & R. Brent, *Effective Teaching*, North Carolina State University, 2000.

## TEAM EXPECTATIONS AGREEMENT<sup>†</sup>

**On a single sheet of paper, put your names and list the rules and expectations you agree as a team to adopt. You can deal with any or all aspects of the responsibilities outlined above—preparation for and attendance at group meetings, making sure everyone understands all the solutions, communicating frankly but with respect when conflicts arise, etc. Each team member should sign the sheet, indicating acceptance of these expectations and intention to fulfill them. Turn one copy into the professor, and keep a remaining copy or copies for yourselves.**

*These expectations are for your use and benefit—they won't be graded or commented on unless you specifically ask for comments.* Note, however, that if you make the list fairly thorough without being unrealistic you'll be giving yourselves the best chance. For example, "We will each solve every problem in every assignment completely before we get together" or "We will get 100 on every assignment" or "We will never miss a meeting" are probably unrealistic, but "We will try to set up the problems individually before meeting" and "We will make sure that anyone who misses a meeting for good cause gets caught up on the work" are realistic.

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<sup>†</sup>R. M. Felder & R. Brent, *Effective Teaching*, North Carolina State University, 2000.

## Peer Rating of Team Members<sup>†</sup>

Your Name \_\_\_\_\_ Your Team \_\_\_\_\_

Please write the names of all of your team members, INCLUDING YOURSELF, and rate the degree to which each member fulfilled his/her responsibilities in completing the team assignments. *DO NOT LEAVE ANY COMMENTARY BLANK!* Place this form in a sealed envelope, with your team name/number on the outside, and give it to your instructor. The possible ratings are as follows:

**Excellent (100%):** Consistently carried more than his/her fair share of the workload.

**Very good (90%):** Consistently did what he/she was supposed to do, very well prepared and cooperative.

**Satisfactory (80%):** Usually did what he/she was supposed to do, acceptably prepared and cooperative.

**Ordinary (70%):** Often did what he/she was supposed to do, minimally prepared and cooperative.

**Marginal (75%):** Sometimes failed to show up or complete assignments, rarely prepared.

**Deficient (65%):** Often failed to show up or complete assignments, rarely prepared.

**Unsatisfactory (60%):** Consistently failed to show up or complete assignments, unprepared.

**Superficial (50%):** Practically no participation.

**No show (0%):** No participation at all.

*These ratings should reflect each individual's level of participation and effort and sense of responsibility, not his or her academic ability.*

Name of team member	Rating	Commentary (DO NOT LEAVE BLANK!)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Your Signature \_\_\_\_\_

<sup>†</sup>Adapted from R. M. Felder & R. Brent, *Effective Teaching*, North Carolina State University, 2000. Percentage Scores added by M. Medina

## Coping with Hitchhikers and Couch Potatoes on Teams<sup>†</sup>

You will usually find your university teammates as interested in learning as you are. Occasionally, however, you may encounter a person who creates difficulties. This handout is meant to give you practical advice for this type of situation.

To begin with, let's imagine you have been assigned to a combined homework and lab group this semester with three others: Mary, Henry, and Jack. Mary is okay—she's not good at solving problems, but she tries hard, and she willingly does things like get extra help from the professor. Henry is irritating. He's a nice guy, but he just doesn't put in the effort to do a good job. He'll sheepishly hand over partially worked homework problems and confess to spending the weekend watching TV. Jack, on the other hand, has been nothing but a problem. Here are a few of the things Jack has done:

- When you tried to set up meetings at the beginning of the semester, Jack just couldn't meet, because he was too busy.
- Jack infrequently turns in his part of the homework. When he does, it's almost always wrong—he obviously spent just enough time to scribble something down that looks like work.
- Jack has never answered phone messages. When you confront him, he denies getting any messages. You e-mail him, but he's "too busy to answer."
- Jack misses every meeting—he always promises he'll be there, but never shows up.
- His writing skills are okay, but he can't seem to do anything right for lab reports. He loses the drafts, doesn't reread his work, leaves out tables, or does something sloppy like write equations by hand. You've stopped assigning him work because you don't want to miss your professor's strict deadlines.
- Jack constantly complains about his fifty-hour work weeks, heavy school load, bad textbooks, and ter-

rible teachers. At first you felt sorry for him—but recently you've begun to wonder if Jack is using you.

- Jack speaks loudly and self-confidently when you try to discuss his problems—he thinks the problems are everyone else's fault. He is so self-assured that you can't help wondering sometimes if he's right.

Your group finally was so upset they went to discuss the situation with Professor Distracted. He in turn talked, along with the group, to Jack, who in sincere and convincing fashion said he hadn't really understood what everyone wanted him to do. Dr. Distracted said the problem must be the group was not communicating effectively. He noticed you, Mary, and Henry looked angry and agitated, while Jack simply looked bewildered, a little hurt, and not at all guilty. It was easy for Dr. Distracted to conclude this was a dysfunctional group, and everyone was at fault—probably Jack least of all.

The bottom line: *You and your teammates are left holding the bag. Jack is getting the same good grades as everyone else without doing any work. Oh yes—he managed to make you all look bad while he was at it.*

### What this group did wrong: Absorbing

This was an 'absorber' group. From the very beginning they absorbed the problem when Jack did something wrong, and took pride in getting the job done whatever the cost. *Hitchhikers count on you to act in a self-sacrificing manner.* However, the nicer you are (or the nicer you think you are being), the more the hitchhiker will be able to hitchhike their way through the university—and through life. By absorbing the hitchhiker's problems, you are inadvertently training the hitchhiker to become the kind of person who thinks it is all right to take credit for the work of others.

### What this group should have done: Mirroring

It's important to reflect back the dysfunctional behavior of the hitchhiker, so the hitchhiker pays the price—not you. Never accept accusations, blame, or criticism from a hitchhiker. Maintain your own sense of reality despite what the hitchhiker says, (easier said

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<sup>†</sup>This essay is a brief, adapted version from "It Takes Two to Tango: How 'Good' Students Enable Problematic Behavior in Teams," Barbara Oakley, *Journal of Student Centered Learning*, Volume 1, Issue 1, Fall, 2002, pp. 19-27.

than done). *Show you have a bottom line: there are limits to the behavior you will accept.* Clearly communicate these limits and act consistently on them. For example, here is what the group could have done:

- When Jack couldn't find time to meet in his busy schedule, even when alternatives were suggested, you needed to decide whether Jack was a hitchhiker. Was Jack brusque, self-important, and in a hurry to get away? Those are suspicious signs. Someone needed to tell Jack up front to either find time to meet, or talk to the professor.
- If Jack turns nothing in, his name does not go on the finished work. (Note: if you know your teammate is generally a contributor, it is appropriate to help if something unexpected arises.) Many professors allow a team to fire a student, so the would-be freeloader has to work alone the rest of the semester. Discuss this option with your instructor if the student has not contributed over the course of an assignment or two.
- If Jack turns in poorly prepared homework or lab reports, you must tell him he has not contributed meaningfully, so his name will not go on the submitted work. No matter what Jack says, stick to your guns! If Jack gets abusive, show the professor his work. Do this the first time the junk is submitted, before Jack has taken much advantage—not after a month, when you are really getting frustrated.
- Set your limits early and high, because hitchhikers have an uncanny ability to detect just how much they can get away with.
- If Jack doesn't respond to e-mails, answer phone messages, or show up for meetings, don't waste more time trying to contact him. (It can be helpful, particularly in industry, to use e-mail for contacting purposes, because then a written record is available about the contact attempt. Copying the e-mail to Jack's supervisor or other important people can often produce surprisingly effective results.)
- Keep in mind the only one who can handle Jack's problems is Jack. You can't change him—you can only change your own attitude so he no longer takes advantage of you. Only Jack can change Jack—and he will have no incentive to change if you do all his work for him.

People like Jack can be skilled manipulators. By the time you find out his problems are never-ending, and he himself is their cause, the semester has ended and he is off to repeat his manipulations on a new, unsuspecting group. Stop allowing these dysfunctional patterns early in the game—before the hitchhiker takes advantage of you and the rest of your team!

### **Henry, the Couch Potato**

But we haven't discussed Henry yet. Although Henry stood up with the rest of the group to try to battle against Jack's irrational behavior, he hasn't really been pulling his weight. (If you think of yourself as tired and bored and really more interested in watching TV than working on your homework—everyone has had times like these—you begin to get a picture of the couch potato.)

You will find the best way to deal with a couch potato like Henry is the way you deal with a hitchhiker: set firm, explicit expectations—then stick to your guns. Although couch potatoes are not as manipulative as hitchhikers, they will definitely test your limits. If your limits are weak, you then share the blame if you have Henry's work to do as well as your own.

### **But I've Never Liked Telling People What to Do!**

If you are a nice person who has always avoided confrontation, working with a couch potato or a hitchhiker can help you grow as a person and learn the important character trait of firmness. Just be patient with yourself as you learn. The first few times you try to be firm, you may find yourself thinking—'but now he/she won't like me—it's not worth the pain!' But many people just like you have had exactly the same troubled reaction the first few (or even many) times they tried to be firm. Just keep trying—and stick to your guns! Someday it will seem more natural and you won't feel so guilty about having reasonable expectations for others. In the meantime, you will find you have more time to spend with your family, friends, or schoolwork, because you aren't doing someone else's job along with your own.

## **Common Characteristics that Allow a Hitchhiker to Take Advantage**

- Unwillingness to allow a slacker to fail and subsequently learn from their own mistakes.
- Devotion to the ideal of ‘the good of the team’—without common-sense realization of how this can allow others to take advantage of you. Sometimes you show (and are secretly proud of) irrational loyalty to others.
- You like to make others happy even at your own expense.
- You always feel you have to do better—your best is never enough.
- Your willingness to interpret the slightest contribution by a slacker as ‘progress.’
- You are willing to make personal sacrifices so as to not abandon a hitchhiker—without realizing you are devaluing yourself in this process.
- Long-suffering martyrdom—nobody but you could stand this.
- The ability to cooperate but not delegate.
- Excessive conscientiousness.
- The tendency to feel responsible for others at the expense of being responsible for yourself.

## **A related circumstance: you’re doing all the work**

As soon as you become aware everyone is leaving the work to you—or doing such poor work that you are left doing it all, you need to take action. Many professors allow you the leeway to request a move to an-

other team. (You cannot move to another group on your own.) Your professor will probably ask some questions before taking the appropriate action.

## **Later on—out on the job and in your personal life**

You will meet couch potatoes and hitchhikers throughout the course of your professional career. Couch potatoes are relatively benign, can often be firmly guided to do reasonably good work, and can even become your friends. However, hitchhikers are completely different people—ones who can work their way into your confidence and then destroy it. (Hitchhikers may infrequently try to befriend you and cooperate once you’ve gained their respect because they can’t manipulate you. Just because they’ve changed their behavior towards you, however, doesn’t mean they won’t continue to do the same thing to others.) Occasionally, a colleague, subordinate, supervisor, friend, or acquaintance could be a hitchhiker. If this is the case, and your personal or professional life is being affected, it will help if you keep in mind the techniques suggested above.