Presentation #1

A. Choose a reading from the list on Blackboard. Add your name next to the reading on the wiki to claim it. Note: Each person must select a different reading.

B. By Sunday at 11:59pm, submit this assignment on Blackboard. In your submission, write three discussion questions relevant to your article.

C. On Monday you will give a presentation to the class about your article. There also will be a question/discussion period.

Content of presentation:
- Summarize your article
  - What technology did the author focus on?
  - What was the story of this technology?
  - What was the author's argument? Did they seem to be more of a technological determinist? Social constructionist? Who has agency as it relates to the technology? Did the author present any other interesting ideas about the interplay of society and technology?
- Evaluate your article
  - Did you find the author's argument convincing? Why or why not?
  - What takeaway do you have from the article relating to the interplay of society and technology?

Delivery of presentation:
- The presentation should be 5 minutes in length. I will give you time warnings, but you will have to stop at 6 minutes if you are still presenting.
- You may use notes but should not read from your presentation.
- You are welcome to provide copies of a handout, use a slideshow presentation, or otherwise supplement your short talk, but you are not required to do so. If you do bring something you want to project, make sure to e-mail it to me, submit it via this assignment page, or bring it to class on a flash drive.
- Please make sure to speak audibly and try to be engaging.

See the rubric on the next page for the grading criteria.
Your discussion questions being submitted on time will also factor into your presentation grade.

Rubric	Unacceptable (D or F, 0-69.99)	Approaching Competence (C, 70-79.99)	Satisfactory (B, 80-89.99)	Proficient (A, 90-100)
Content	Presenter demonstrates a lack of understanding of the material. Presentation is not engaging, interesting, or focused. The information and the author's argument is unclear.	Presenter demonstrates an emerging understanding of the material. Parts of the presentation are engaging. Content is on-topic and relevant.	Presenter demonstrates understanding of the material and keeps the class's attention. Information is generally clear and coherent and evokes interest. Author's argument is somewhat effectively presented. All content relates to the overall presentation.	Presenter demonstrates full grasp of the material and is interesting and engaging. Information is compelling. Author's argument is effectively presented. All content is pertinent to the presentation and aids in class's understanding.
Sociological Perspective & Relevance	Sociological relevance is lacking, unclear, and/or absent entirely.	Sociological relevance is only somewhat established or is inconsistent.	Communicates sociological understanding. Sociological relevance is apparent but could be bolstered throughout.	Demonstrates deep understanding of the sociological perspective. Sociological relevance is clear and consistently reinforced throughout.
Organization	Presentation is disorganized and/or difficult to follow. Time departs from 5 minutes by 1 minute or more.	Presentation follows a sequence but could be organized much more effectively. Time departs from 5 minutes by less than 30 to 59 seconds.	Presentation flows pretty well. Time departs from 5 minutes by 15 to 29 seconds.	Well-organized in a logical sequence. Easy to follow. Presentation time departs from 5 minutes by less than 15 seconds.
Delivery	Class has difficulty hearing or understanding presenter. Significant barriers exist regarding filler words, pacing, etc. Presenter reads from notes or a slideshow.	Class can hear presentation, but some work is needed on pacing, filler words, eye contact, or other presentation skills. Presenter is not reading from notes or a slideshow.	Smooth rehearsed presentation. Presenter is not reading from slideshow or notes. Class can hear and understand presentation.	Audible and articulate. Limited use of filler words (e.g. umm, like, etc.). Presentation appears well rehearsed. Presenter is speaking, not reading from slideshow or notes. Good pacing (not too slow or rushed). Eye contact is made. No gum or other distractions. Presenter effectively responds to questions.
Supplemental materials (optional)	Supplemental material does not support the presentation and may be unrelated. Spelling, grammar, or punctuation errors are evident.	Supplemental material attempts to add value to presentation, but needs more development to be effective. There are some spelling, grammar, or punctuation errors.	Supplemental material is informative and adds to the presentation. Attention is paid to spelling, grammar, punctuation, and formatting; any errors are minor and few in number.	Supplemental material is clean and simple, not distracting; it is informative, engaging, and adds value to the presentation. Uses correct spelling, grammar, punctuation, and formatting throughout.