

## Presentation #3 Reflection

A. Evaluate your presentation by filling out the rubric below (on the next page). You can highlight or bold the information that you feel describes your presentation, erase the other information, or use some other technique that will be easy for me to understand.

B. Answer the following questions:

1. What went well about your presentation?
2. How have you improved your presentation skills over the course of the semester?
3. What could have gone better regarding your discussion facilitation?
4. How can you improve these “growing edges” for when you facilitate the discussion of your second project?

C. Answer the following items. You are welcome to elaborate, but all you are required to do is provide a number (and label where appropriate). See the key below.

Time:

Effort:

Difficulty:

Comments (optional):

*Key for C:*

Time: Estimated time you spent on this assignment – please label hours/minutes

Effort: 1 to 10

1 = I put very little effort into the presentation assignment

5 = I put a moderate amount of effort into the presentation assignment

9 = I gave the presentation assignment my all

10 = I found the presentation assignment overwhelming

Difficulty: 1 to 10

1 = The presentation assignment was a breeze

3 = It was easy

5 = It was just right

7 = It was somewhat difficult but I got through it

9 = It was pretty hard

10 = It was inappropriately challenging.

<b>Rubric</b>	<b>Unacceptable (D or F, 0-69.99)</b>	<b>Approaching Competence (C, 70-79.99)</b>	<b>Satisfactory (B, 80-89.99)</b>	<b>Proficient (A, 90-100)</b>
<b>Content</b>	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.
<b>Sociological Perspective &amp; Relevance</b>	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.
<b>Organization</b>	Presentation is disorganized and/or difficult to follow. Time departs from guidelines substantially. minute or more.	Presentation follows a sequence but could be organized much more effectively. Time departs from guidelines somewhat.	Presentation flows pretty well. Time minimally departs from guidelines.	Well-organized in a logical sequence. Easy to follow. Total presentation time is approximately 15 minutes. Oral presentation is approximately 4 to 10 minutes.
<b>Delivery</b>	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.
<b>Supplemental materials (optional)</b>	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.