**Patch F Rubric – *Video* o*ral presentation in English***

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_**

**Letter Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mark /25: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Patch # \_\_\_\_\_\_\_\_\_\_**

**Task**: Create a deliver an educational video presentation on a topic relevant to your set poet. You must confirm your topic with the instructor two weeks before presenting. Once a broad topic has been agreed upon, part of your task is to identify the sub-questions and sub-topics that *you* think are relevant to the broad topic and decide for yourself in what order you will present information.

**Audience to aim for:** your peers in the class

**Sources:**

You must consult research and incorporate research in your presentation. Make clear your debt to any scholars, and clearly identify those with whom you disagree (and why). At the end of your presentation including a bibliography of all works that inspired you, formatted in Chicago style (instructions here: <https://www.chicagomanualofstyle.org/tools_citationguide.html>) (e.g. this could be your final slide if you have a slide show).

**TIME LIMIT AND EXPECTED NUMBER OF SCHOLARLY SOURCES**

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| --- | --- | --- |
| **LATIN 201** | **LATIN 301** | **ANCIENT 745** |
| **7-8 minutes**  **3-5 sources** | **9-10 minutes**  **4-6 sources** | **10-11 minutes**  **7 sources minimum** |

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| **Area** | **Above Standard**  **(A range)** | **Meets Standard**  **(B range)** | **Bare Pass**  **(C range)** | **Below Standard**  **(D Range)** |
| **Content** | Makes the topic(s) chosen and the limits of the topic(s) very clear.  There is excellent fit between the size of the topic and the length of the talk, with all key points at least acknowledged.  Sets out a structure that consistently helps the audience follow the presentation. (The structure does not have to be linear, but it must be intelligible).  Demonstrates a thorough understanding of the Catullus-related topic(s) chosen.  All direct references to the Latin are correct and demonstrate excellent understanding of the Latin.  **At stage III, Latin sources are handled with confidence and intellectual sophistication.**  **At stage III, may make intellectually or artistically creative connections or moves that enrich the presentation.**  **At stage III and Honours, A range answers demonstrate a sophisticated understanding of the topic.**  **At Honours level, A range answers make references to scholarship that show a high level of critical engagement and independence of thought.** | Makes the topic(s) chosen and the limits of the topic(s) clear.  There is a good fit between size of the topic and the length of the talk, but a couple of important points may be left out.  Sets out a structure that generally helps the audience follow the presentation.  Demonstrates a good understanding of the Catullus-related topic(s) chosen.  Most direct references to the Latin are correct and demonstrate very good understanding of the Latin. | Gestures at the chosen topic(s) and limits of the topic(s) but does not clearly set out the parameters of the presentation.  Presents accurate and interesting material but the scope of the topic is either too large or too small for the length of the presentation, so that many points are omitted, or some points are dwelt on for too long.  Sets out a structure and attempts to follow it, but there may be unclear digressions or divergences from the structure.  Demonstrates some knowledge of the Catullus-related topic(s) but there are issues, such as errors or faulty reasoning.  Makes a good effort to use Latin but may include some errors in understanding the Latin. | Does not establish what the chosen topic(s) and limits of the topic(s) are.  As a result, presentation is not coherent and the connection between scope of topic and length of talk cannot be judged.  Lacks structure: presents material in inappropriate sequences.  Does not demonstrate basic knowledge of or understanding of the Catullus-related topic(s). Contains many errors, omissions, or illogical reasoning.  Direct references to the Latin show significant mistakes in understanding the text. |
| **Delivery and organisation** | The sound is audible and clear, and presented in a confident way using professional language and at an appropriate pace.  Information and analysis are presented in a logical sequence which flows seamlessly.  The presentation is within the allotted time frame; no material is rushed or presented for too long. | The sound is audible and clear, and presented in professional language at an appropriate pace.  Information and analysis are presented in a logical sequence which has periods of flow.  The presentation is within the allotted time frame but some material is rushed or presented for too long. | The sound is mostly audible and clear, although language and pace may be inappropriate, rushed, or too slow.  The flow may be slightly confusing with lack of a clear order of the analysis and information.  The video is slightly outside of the allotted time frame; and some material is rushed or presented for too long. | The sound is largely inaudible and the language and/or pace inappropriate.  Information and analysis does not process in a logical sequence.  The presentation is well outside of the allocated time frame; and some material is rushed or presented for too long. |
| **Technical quality** | All technical elements of the video are well integrated.  Size, type and colour of any text and graphics are easy to view. Any animation or creative aspects add impact. | Technical elements of the video are largely integrated.  Size, type and colour of any text and graphics are reasonably easy to view. Any animation is used to add impact. | Technical aspects may not be well- integrated.  Size, type and colour of any text and graphics may not be easy to view or read, and any animation may be inappropriate or hard to see. | There are technical issues with the video.  Size, type and colour of text is difficult to read. Any animation is not fully integrated and/or not possible to view. |
| **Acknowledgement of sources / Referencing** | The speaker makes direct and clear references to the sources they has used.  The video ends with a bibliography showing all the sources that were used and referred to in the presentation.  The bibliography is correctly formatted in Chicago 17th style. | The speaker makes direct and clear references to the sources they has used, but may miss a small number of sources.  The video ends with a bibliography showing all the sources that were used and referred to in the presentation. There may be small errors in formatting. | The speakers make references to the sources they has used, but they misses out some sources, and/or do not clearly refer to those they mention.  The video ends with a bibliography that does not reflect the sources that were used and referred to in the presentation (either items missing, or additional items padding the list that were not referred to). There may be errors in formatting. | There is little or no verbal acknowledge of sources in the video.  There is a very limited or missing bibliography. |
| **Other notable factors that impacted the grade** |  |  |  |  |