

Space and Place in Ancient Greek Literature

Video Presentation Assessment Criteria

(Format: Screen-captured Powerpoint presentation; 10% of the overall mark)

- **Presentation:** Marks will be awarded if the presentation has appropriate pace and diction and if it makes effective and clear transitions between slides and/or points. Marks will be deducted for poor pace (e.g. too fast, too slow), poor diction, and poor transitions between slides and/or points. Marks will be awarded for observing the recommended time limit; marks will be deducted if the presentation is too long or too short. Marks will be awarded for correct presentation of primary citations on the slides, as well as correct presentation of primary and secondary sources, image references and all other media (if any) at the end. Marks will be awarded for clear images of appropriate quality; marks will be deducted for images that are pixelated or appear blurry or distorted on the screen. Transitions and special effects should be used judiciously to enhance the flow and effectiveness of the argument; marks will be deducted for inappropriate or excessive use of such effects.
- **Clarity of narration:** Marks will be awarded for work that establishes and maintains a clear focus, and demonstrates an engaging and logical flow. Marks will be awarded for presentations that have a clear and engaging opening and a compelling conclusion. Marks will be deducted for presentations that are incoherent, disorganised, or which fail to synthesise information into a student's own voice. Marks will be awarded for good expression, which should be precise, appropriate and vivid, as well as for good syntax; marks will be deducted for word choice that is unclear or uses inappropriate words, and for confusing grammar.
- **Primary data:** Marks will be awarded for presentations that engage closely and critically with their primary data (texts and/or material culture), and draw the attention of the viewer to the parts that are most relevant to each stage of the argument; marks will be deducted for simplistic use of primary data, or for displaying primary data on the screen if it doesn't relate to the narration. Marks will be awarded for correct citation of primary sources; marks will be deducted if such sources are missing or are incorrectly cited.
- **Secondary material:** Students are expected to engage with secondary scholarship when creating their presentations, and are asked to display the bibliography in the recommended format of the departmental style guide at the end of the presentation. Marks will be awarded for presentations that make a creative synthesis and go beyond secondary scholarship to present a passage or an image in a new light. Marks will be deducted for presentations that simply summarise one piece of secondary scholarship with little thought or creativity.
- **Originality, Creativity and Sophistication:** Marks will be awarded for creativity, critical ability and an engaging style. Marks will be awarded if the narrator or the visuals used in the presentation offer a new perspective or viewpoint.

Class descriptors

FIRST CLASS

Third years:

A first-class video presentation will be thoughtful and engaging with a clear focus and argument, excellent pace and in excellent English. It will have an engaging opening to draw the viewer in, and a clear and compelling conclusion. It will be based on independent research that may go beyond the recommended bibliography, will demonstrate a sophisticated use of primary and secondary sources, and will reference all sources appropriately at the end. It will use images and animations to enhance the message of the presentation, and not for their own sake. Voice quality will be high and the images on screen will be of high quality and judiciously selected. As a whole, the presentation will display a considerable amount of creativity, and may also offer a new perspective.

Second years:

A first-class video presentation will be thoughtful and engaging with a clear focus and argument, excellent pace and in excellent English. It will have an engaging opening to draw the viewer in, and a clear and compelling conclusion. It will be based on wide-ranging research, demonstrate a sophisticated use of primary and secondary sources, and will reference all sources appropriately at the end. It will use images and animations to enhance the message of the presentation, and not for their own sake. Voice quality will be high and the images on screen will be of high quality and judiciously selected. As a whole, the presentation will display excellent critical ability, and a confidence to synthesize material into the student's own voice.

UPPER SECOND CLASS

Third years:

An upper 2nd class video presentation will present a thoughtful and largely engaging presentation, which has a clear focus and appropriate pace. The presentation will display good English and smooth transitions from one point to the next. It will demonstrate an accurate use of primary sources, with primary and secondary literature as well as images appropriately referenced in the final slide. Images and animations will be used to enhance the message of the presentation and be mostly well selected. Voice quality will be good and the images on screen will, for the most part, judiciously selected. The presentation will show a confidence to engage critically with the material and synthesize it with the student's own perspective.

Second years:

An upper 2nd class video presentation will present a thoughtful and largely engaging presentation, which has a clear focus and appropriate pace. The presentation will display good English and smooth transitions from one point to the next. It will demonstrate a good use of primary sources, with primary and secondary literature as well as images appropriately referenced in the final slide. Images and animations will be used to enhance the message of the presentation and be mostly well selected. Voice quality will be good and the images on screen will, for the most part, judiciously selected. The presentation will demonstrate reasonable critical ability.

LOWER SECOND CLASS

Third years:

A lower 2nd class video presentation will need more editing, either as concerns the text or the narration or the slides; for example, it will be noticeably too short or too long in one section. It will demonstrate a moderate use of primary sources (with occasional errors, inaccuracies or imprecisions) and include referencing to these in the credits. Pace and voice clarity may need further attention; portions of the presentation may have

a misalignment between the narration and the visual components. As a whole, it may be too long or too short. Images and animations may be poorly selected in sections or appear too few or too many to the viewer. The presentation will demonstrate reasonable critical ability.

Second years:

A lower 2nd class video presentation will need more editing, either as concerns the text or the narration or the slides; for example, it will be noticeably too short or too long in one section. It will demonstrate a moderate use of primary sources (with occasional errors, inaccuracies or imprecisions) and include referencing to these in the credits. Pace and voice clarity may need further attention; significant portions of the presentation may have a misalignment between the narration and the visual components. As a whole, it may be too long or too short. Images, transitions and special effects may be poorly selected in sections or appear too few or too many to the viewer. The critical perspective of the student will often be undermined by the description of the material.

THIRD CLASS

Third Years:

A 3rd class video presentation will have some incoherence and omissions, which will undercut the flow of the argument. It will be presented in a manner that shows limited preparation or organization, with visuals not clearly relevant to the narration, and frequently poor transitions or special effects. It may be too short. Citation of primary sources, secondary sources and images in the credits may be poor. It will be the product of little or no independent and/or may wander off-topic to some extent.

Second years:

A 3rd class video presentation will have some incoherence and omissions and the argument will be largely unclear. It will be presented in a manner that shows inadequate preparation or organization, with visuals not clearly relevant to the narration, and frequently poor transitions or special effects. It may be too short. Citation of primary sources, secondary sources and images in the credits may be poor. It will be the product of insufficient research and the student's own perspective will be almost non-existent and/or a significant part may not be entirely relevant.

FAIL

Third years:

A Fail video presentation will display considerable ineptitude in terms of language, knowledge of primary and secondary sources, use of images, and referencing.

Second years:

A Fail video presentation will display considerable ineptitude in terms of language, knowledge of primary and secondary sources, use of images, and referencing.