

PRESENTATIONS ON SCHOLARLY ARTICLES

GOALS AND PARAMETERS

GOAL: gain insight on an important aspect of one of the plays we are reading in Latin or Roman Comedy in general, and to provide your classmates with a clear and accurate summary of the article.

DURATION: 10-15 minutes

INCLUDE, IF APPROPRIATE: a handout with textual examples, diagrams, charts, etc.

INFORMATION AND PROCESS

- 1) Select the article(s) you would like to present from the list on the course website (<http://www.haverford.edu/classics/courses/2006F/lat201/articles.html>). It behooves you to select your article soon, as articles will be allocated to the first comers.
- 2) Locate your article. Check TRIPOD (<http://www.haverford.edu/library/>) to see if it is in one of the the Tri-College libraries. Many are in collections that are currently on reserve in Magill Library or available through JSTOR.

If the article is in a journal, you may have to first determine the full name of the journal by deciphering its abbreviated titles. The canonical list of these abbreviations can be found in the front of: 1) the *Oxford Classical Dictionary* (DE5 .O9 2003), 2) the *Oxford Latin Dictionary* (PA2365.E5 O9), or 3) Lists of journal abbreviations are also maintained on-line by some academic libraries (e.g. <http://www.lib.berkeley.edu/ARTH/lannee.html>).

Once you have determined the full name of your journal(s), check TRIPOD (<http://www.haverford.edu/library/>) to see if it is in one of the the Tri-College libraries. You may need to request it from Swarthmore or Bryn Mawr, which you can do directly from the search results in TRIPOD.

If none of the Tri-Col libraries have the journal or book, you will need to request it via Inter-library Loan (ILL). The request form is on-line: <http://tripod.brynmaur.edu/screens/interloan.html>. Be sure to select "Article Delivery" (on the right side of the page). This may take up to 2 weeks, so plan accordingly—although it will often be faster.

- 3) Once you have your article(s), read it carefully, noting the topic, thesis, and the evidence employed in support of the thesis. Your presentation should convey this basic information to your classmates, as well as an assessment of how successful the author was at supporting his/her thesis, and any points of contact with our discussions in class. If your article is on a topic we have discussed in class or on which we have already heard a presentation, you should also compare and contrast the aims of each article. If your article includes examples, it may be a good idea to present a few to illustrate the author's manner of argumentation—this can be done either orally, with a handout, or by using the blackboard.
- 4) Before your presentation, consider carefully how you will present your information. Time will be short and you will not be able to to both present all points in the article, and assess its effectiveness, and draw connections to the issues we have discussed as a class. Chose carefully what is the most important information and what will give your audience the best sense of the meaning, strengths, and weaknesses of the article(s).

At your request, I'm happy to make an audio or video recording of your presentation for you to review. This may seem a bit intimidating, but it is an excellent learning experience and I highly recommend it.

Some articles may benefit from a PowerPoint supplement (e.g. it includes several important textual examples, images, graphs, charts, etc.). Before you start preparing your presentation, I recommend reading "PowerPoint Is Evil", a short, cautionary article by Edward Tufte (<http://www.wired.com/wired/archive/11.09/ppt2.html>).

A rubric explaining how your presentation will be evaluated is available on the course website.