

Presentation and Writing Assignment 3

For the past week, you have been researching an algorithm or algorithmic artist and placing the collected information on our class's WISE Wiki page.

In the first section of this assignment you are to give a formal presentation to the class about some component of your wiki research. The presentation could focus on the life or work of an artist, some particular aspect of an algorithm or program, or some element of the mathematics.

In the second section of this assignment, you are to write an expository essay on a topic again related to the research you have been collecting on your wiki page.

The Presentation

You are to prepare a 12 minute formal presentation. An additional 5 minutes will be allowed for questions. It should be well thought out and organized. You are to include visuals, e.g. in the form of Powerpoint slides.

The presentation will be evaluated based on:

- Content, clarity, and organization of what you say.
- Content, clarity, and organization of the slides/visuals.
- Knowing the audience: what can you assume they know or don't know.
- The ability to speak clearly, face the audience, and to speak (not read).
- Ability to stick to the time limit.

Tips on Giving a Presentation:

- *Giving an Effective Presentation*, www.aeaweb.org/committees/cswep/PDFs/top10_list.pdf
- *15 Strategies for Giving Oral Presentations*, <http://www.usnews.com/education/blogs/professors-guide/2010/02/24/15-strategies-for-giving-oral-presentations>

Note: The presentation replaces the second programming assignment originally listed in the schedule.

Due Dates

Part 1: Tues, Oct 23

Bring 2 copies of the following to class. Also submit an electronic copy on WISE Assignments.

A draft of the following:

- Title
- Abstract
- Outline

Part 2: Thurs, Oct 25

Volunteers will give preliminary practice talks.

Part 3: Presentations: (Multiple dates)

Submit a final copy of your final abstract and slides on WISE no later than Tues, Nov 6. The presentations will take place on:

- Tues, Oct 30
- Thurs, Nov 1
- Tues, Nov 6

A sign-up sheet will be passed around during class so that you can select a day/time.

The Expository Essay

“Expository writing is a type of writing that is used to explain, describe, give information, or inform. The text is organized around one topic and developed according to a pattern or combination of patterns.” (taken from http://web.gccaz.edu/~mdinchak/ENG101/expository_writing.htm)

You will need to develop a thesis and decide which pattern will work best for your subject. Your reference list should include not only URL's but also books and/or peer reviewed papers.

References On Expository Writing

- What is Expository Writing?: http://web.gccaz.edu/~mdinchak/ENG101/expository_writing.htm
- Stanford's Information about Expository Writing: <http://www.stanford.edu/~arnetha/expowrite/info.html>
- The Elements of Effective Expository Writing : www.grossmont.edu/.../WritingGuides/0-ELEMENTS.nolines.PDF
- Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/685/1/>

Audience

Assume you are writing for your fellow classmates. However, do not assume they have prior knowledge about your particular subject.

Length and Formatting

1000-1200 words, double spaced. Do not include a cover page. At the top of the first page, you should include the title, your name, the course number & name, the date, and the word count.

Due Dates

Part 1: Thurs, Nov 8

Bring 2 copies of the following to class. Also submit an electronic copy on WISE Assignments.

A single Word document containing:

- A draft of your introductory paragraph. The paragraph should contain a clear thesis and a clear indication of the choice of writing pattern(s) you intend to use (see http://web.gccaz.edu/~mdinchak/ENG101/expository_writing.htm)
- On your wiki page, you should have, among other things, a list of potential sources. This list can include URL's but should also include books and/or peer reviewed papers.

The 2 copies will be exchanged with members of your peer writing group. An evaluation sheet will be handed out.

Part 2: Due Tues., Nov 13

Submit a draft, via WISE Assignments, of no less than 800 words. Bring 2 paper copies to class. You should include published books and/or peer-reviewed papers among your references. Use the [MLA citation format](#) (make use of [RefWorks](#)). Also available in the Writing Center is the "Hacker Manual":

Hacker, Diana, Nancy I. Sommers, and Van H. M. Carbajal. *A Pocket Style Manual*. Boston: Bedford/St. Martin's, 2012.

Your draft will be exchanged with 2 members of your peer writing group. An evaluation sheet will be handed out.

Required: A writing conference will be set up with either the instructor or writing associate to go over your draft.

Part 3: Due Tue., Nov 20

Submit your final paper on WISE Assignments.

Evaluation

Your grade will be based on the rubric provided on the following page.

Failure to meet any of the above deadlines will result in a lowering of your final paper grade by a half grade. For the final paper, a half grade reduction will be taken for each day it is late.

I read every page one first. On this paper if I find 5 grammar/punctuation/spelling errors on page one, I will return the paper to you unread for corrections and you'll return in 24 hours later with a full grade penalty for lateness.

Rubric for Critical Writing & Thinking Rubric:

		Developing	Competent	Accomplished
1	Responds appropriately to the topic	Shows some engagement with the topic without elaboration; offers basic observations but rarely original insight.	Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives; offers some insight.	Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives with elaboration and depth; offers considerable insight.
2	Explanation of issues	Issue/problem to be considered is unclear or is stated without clarification or description.	Issue/problem to be considered is stated clearly. Most of the necessary background information is provided.	Issue/problem to be considered is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
3	Advances thesis and sustains focus	Some intelligible ideas, but thesis is weak, unclear or too broad.	Identifiable thesis representing adequate understanding of the assigned topic; minimal irrelevant material.	Clear, narrow thesis representing full understanding of the assignment; every word counts.
4	Context and assumptions	Little or no recognition of complexities of issue and context. Student's and others' assumptions are not acknowledged/ examined. Limits of position are not addressed.	Recognition of some of the complexities of the issue. Limited acknowledgement and examination of student's own and others' assumptions, or of limits of position.	Complexities of the issue and its context are examined, including the student's own and others' assumptions. Limits of position are acknowledged.
5	Provides appropriate evidence	Some evidence but not enough to develop argument in unified way. Evidence may be inaccurate, irrelevant or inappropriate for the purpose of the essay.	Evidence accurate, well documented and relevant, but not complete, well integrated and/or appropriate for the purpose of the essay.	Evidence is relevant, accurate, complete, well, integrated, well documented and appropriate for the purpose of the essay.
6	Organizes material effectively	Organization, overall and/or within paragraphs formulaic or occasionally lacking in coherence; few evident transitions. Introduction and conclusion lack logic.	Few organizational problems on any of the three levels (overall, paragraph, transitions). Introduction and conclusion are effectively related to the whole.	Organization is logical and appropriate to the assignment; paragraphs are well developed and appropriately divided; ideas linked with smooth and effective transitions. Introduction and conclusion are effectively related to the whole .
7	Uses appropriate style and mechanics	Sentences show errors of structure and little or no variety; many errors of punctuation, spelling and/or capitalization. Errors interfere with meaning in places. Careful proofreading not evident.	Effective and varied sentences; some errors in sentence construction; only occasional punctuation, spelling and/or capitalization errors.	Each sentence structured effectively, powerfully; rich, well chosen variety of sentence styles and length; virtually free of punctuation, spelling and capitalization errors.