

Collaborative Presentation on the Humor of a Particular Group



This assignment is an opportunity to work with a group to research the humor of a particular group of people. You can focus on a certain geographic region, historical period, racial group, ethnic group, gender, occupation, age, or another category. You will give a 30-minute group presentation on your research on the date assigned, providing opportunity for class discussion and interaction. The presentations, as shown on the course syllabus, are scheduled on consecutive Tuesday, beginning with September 30. Each member of the group is expected to be active in each stage of this project: brainstorming and evaluating possible ideas, engaging in primary and secondary research, collaborating to organize the presentation, giving the presentation, and reflecting on the group and the presentation.

Primary research for this project could include interviews with members of the group under study, observations of members of the group under study, and examination of personal accounts and performances by members of that group. Secondary sources for this project could include research articles, books, and credible web sites.

Your inquiry on this subject will be much more interesting to you and to others in the class if do not try to say everything that could be said but focus instead on a few particular questions: What are some of the distinguishing characteristics of this group’s humor? What seem to be the major themes or topics explored humorously by this group? What are some of the “inside jokes” shared by members of this group? How does this group use humor to comment on or respond to larger issues?

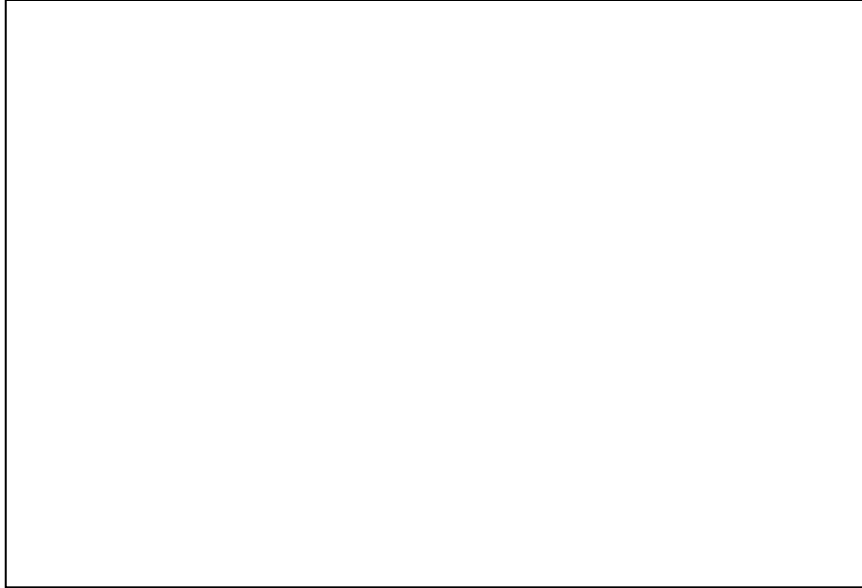
The pages that follow break this process into steps and clarify what you will present and submit and how it will be evaluated.

Group Members and Contact information (email, phone):

Due date:

Step 1: Choosing a topic for study

In the box below, brainstorm your own ideas about what groups might be interesting as a subject of study for this project.



Discuss your ideas with your group, and listen to those that others have generated. As a group, narrow your choices to three; then answer these questions to help you focus on a topic:

1. What do you already know about this particular group?
2. What interests you most about this group?
3. What opportunities would you have for primary research about this group?

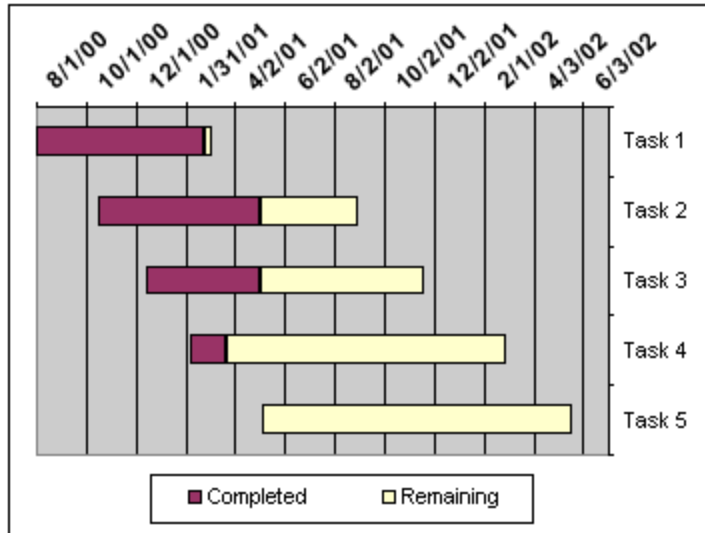
Based on your discussion of these questions, choose the group for the subject of your study about humor.

Step 2: Planning your work

When you meet with your group, develop a work plan for your collaboration. Identify what must happen by the time of the presentation, and then figure out a timeline and assigned responsibilities.

Coordinating schedules and clarifying responsibilities takes some effort, and part of your group process

should be planning out how you will work separately and together. You may find it useful to create a simple Gantt chart to show your plan.



A Gantt chart, like the one shown at left, is a bar chart that shows time at the top and tasks along the right side.

Companies, schools, planning boards, construction managers, non-profits, and many other organizations use Gantt charts to organize and track projects. You might try drawing one to have a visual of your work in this project.

Or you could use this website to learn how to create your own Gantt chart using Microsoft Excel:

<http://office.microsoft.com/en-us/excel/HA010346051033.aspx>.

Our Group's Work Plan

Step 3: Finding out about your subject

Before the library instruction session on September 16, decide what research questions your group will need to explore. Use this sheet to brainstorm your ideas about how to find out about your subject.

What questions are you hoping will be answered by the library session?

What primary research makes sense for this project? How will you go about doing this research? You need not have a large sample size to be able to do some simple field research or interviewing.

Step 4: Putting your information together

When each of you has done of the research needed for this presentation, it's time to consider the bigger questions that your presentation will address and to decide on an outline for a presentation. A PowerPoint is probably the best way to keep you on track and to provide easy links to audio-visual materials.

The four questions from page 1 of this handout would be a useful template for organizing your presentation:

- What are some of the distinguishing characteristics of this group's humor?
- What seem to be the major themes or topics explored humorously by this group?
- What are some of the "inside jokes" shared by members of this group?
- How does this group use humor to comment on or respond to larger issues?

You may discover new questions, however, and some of these might not fit as well as others. So feel free to use these questions as a guide but not a requirement for organizing your presentation. As you organize, be sure that each member of the group knows which parts he or she will present.

Step 5: Delivering the presentation

On the assigned day for your presentation, arrive in the classroom by 4:50 so that you will have time to set up and prepare. You will give your presentation at the start of class. Each member of the group should be involved in the presentation, and you should be sure to have opportunities for your classmates to ask questions and offer comments.

Here are some tips for a successful presentation:

- Prepare what each person will say, and have a script. While you don't want to be reading your presentation, expect to be a little nervous (a state that limits most people's capacity to speak eloquently without notes).
- Stand away from the walls when you are speaking. A presenter who leans against the whiteboard or sits doesn't seem energetic, confident, or interested.
- Use PowerPoint effectively. Avoid having slides laden with text that you simply read aloud to the class. Use keywords, and elaborate on them in your presentation. Take advantage of the medium's ability to include engaging visuals and links so that the class sees and hears your examples.
- Send your PowerPoint to the instructor by 10:00 A.M. on the day of your presentation. She will post your presentation on the ANGEL site.
- If you plan to distribute any handouts, get electronic or print documents to the instructor by 10:00 A.M. on the day of your presentation. The instructor will post electronic resources under the Lessons tab on ANGEL.
- Make connections between your presentation and experiences your classmates would have, both within and outside this class.
- Include brief citations to sources on your slides, as well as a full Works Cited list of the print and electronic sources you used for this presentation.
- Have fun! Your classmates will enjoy your presentation more if you approach this project with an attitude of discovering something interesting.

Step 5: Reflecting on the presentation

With two days of your presentation, each person should submit in the Drop Box a one-page reflection that answers these questions:

- How well did your group work together in planning and carrying out this project?
- Did each group member participate about equally in the process?
- What worked especially well in your group's presentation?
- What would you do differently if you were giving this presentation again?
- What did you learn by doing this project?

Evaluation of this project

This project is worth 200 points, broken into these components:

Planning for the presentation	25
Presentation itself	75
<i>Clarity</i>	
<i>Organization</i>	
<i>Energy</i>	
<i>Quality of slides/materials</i>	
<i>Delivery style</i>	
Quality of research/use of sources	75
Individual reflection	25