

English 200: Reading (and Rereading) *Hamlet* Presentation Grading

For the presentation, I will assign 0-8 points in each of the following categories, with 0 representing a missing component and 8 representing exceptional execution of the criterion. The total number of points comprises the grade on the presentation.

- **Focus:** The group proffers an argument about the way the filmmaker interprets *Hamlet*. Group members develop the argument throughout the presentation.
- **Complexity:** Within the scope of the argument, the group offers a thorough analysis of the scene that advances the class's understanding of the film and play. Presenters do not simply list the similarities and differences between the play, the selected film, and another adaptation, summarize the plot, pronounce aesthetic or moral judgments, or identify the film's formal elements. Instead, they point out the implications of narrative similarities and differences, examine the effects of formal techniques, and explore why the film interprets the play as it does.
- **Organization:** The presentation has a logical structure; the progression of points is easy to follow. Each element of the presentation has an obvious relation to the other elements. All evidence or explanation related to a particular point is presented along with that point.
- **Support:** Presenters support their reading of the film with sufficient and persuasive evidence (reference to scene, clip screening, quotations from play, references to class discussion, etc.).
- **Delivery:** Group members have coordinated elements of the presentation. Speakers convey their points smoothly, and the group adheres to the time limit. Visual aids are well prepared (handouts and slides readable and uncluttered, clips cued to appropriate scene, etc.) and integrated effectively into the presentation. Activities incorporated into the presentation have a discernible purpose. Group members can answer questions about all information presented.