**The Individual Oral Presentation (IOP)**

The individual oral presentation (IOP) is one of the two compulsory oral activities that all IB English students must complete. The score on this assessment is worth 15% of your overall IB score. You must base your presentation on a work or works studied during second semester, this means *In Cold Blood, Mortal Lessons, and Angela’s Ashes.* This presentation is based on a topic that you have chosen in consultation with your teacher.

**Choice of topic**

When thinking about what topic you are going to choose as the subject for your oral presentation, know that you may choose a topic which reflects your personal interests. Obviously if you choose a topic that you may have some interest in you are likely to produce a more effective and interesting presentation than if you choose a topic you find boring. You have quite a wide choice, as it can be based on any work or works of the 3 mentioned above. Your topic may be based on an aspect or aspects of the work(s) studied, including:

* Cultural setting of the work(s) and related issues
* Thematic focus
* Characterization
* Techniques and style
* Author’s attitude shown in particular elements of the works such as character(s), subject matter, etc.
* Interpretation of particular elements from different perspectives.

**Possible activities**

The range of activities that you could choose for your individual oral presentation is very wide and the suggestions that follow are simply examples of the kinds of things you could do. You may certainly come up with your own unique idea. You should discuss your own ideas with your teacher and select an activity that is appropriate to the topic you have chosen.

**Structured discussions**

These could be:

* Class discussions where you have made advance preparation, such as by giving a short report, adopting a provocative position, etc., then inviting the whole or part of the class to participate (note, however, that only the presenter will be assessed). Warning: This option is more difficult than it sounds.
* The presentation of material that promotes class discussion such as presenting opposing readings of work. This would probably involve the presenter answering questions from the class
* An interview conducted on a work or works

**Oral exposés**

These could be:

* An introduction to writer, work and a particular section of the text
* An explanation of a particular aspect of an author’s works
* The setting of a particular writer work against another body of material, such as details on social background or political views
* A commentary on the use of a particular image, idea, or symbol in a work or work(s)
* A commentary on a passage from the text
* An imitation of the work (a chapter written in the style and manner of the text). This activity should be followed by some explanation of, and discussion on, what you have tried to do and to show
* Create an original piece of writing in response to the text; explain the process, critique your work, and explain what it reveals about the original work
* A comparison of two passages, two characters, or two works
* A commentary on an extract from a work you have studied in class which has been prepared at home
* An account of the student’s developing response to a work
* Reminiscences by a character from a point later in life (or after life)

**Role Play**

This could involve:

* Performance of a monologue by a character or characters at an important point in the work – costumes might be appropriate
* Reminiscences by a character from a point in later life (or after life)
* An author’s reaction to a particular interpretation of elements of his or her work in a given context (for example, a critical defense of the work against a charge of subversion, or immorality, before a censorship board)
* The presentation of two opposing readings of a work

**Creative Response**

* Create a visual response – a painting, drawing, collage, photomontage, etc. – that explore and reveal some aspect of the text. Describe the creation and explain / support the choices (including choice of medium, form, and content)
* Present a verbal collage of striking sentences / images from a work, perhaps adding your own images / sentences, explaining and supporting all choices.
* Prepare and present a series of visual responses to a text
* Add a chapter, a prologue or an epilogue to a text
* Write music and/or lyrics to reflect a text; full explanation must accompany the music.
* Choreograph a dance to reflect a text full explanation must accompany the music.

Whatever form you choose, especially if you choose to do a creative response or role-play, you must provide a rationale explaining what you have done and what you hoped to achieve through your interpretation and response. This rationale must be substantial and comprehensive and incorporated into your presentation.

**Focus of your individual oral presentation**

The main focus of your oral presentation will depend very much on the nature and scope of the topic that you choose. However, in order to do well in your presentation, you will be expected to show a sophisticated level of literary appreciation. Whatever the topic you choose you will be expected to show:

* Knowledge and understanding of the work(s)
* Thorough appreciation of the aspect(s) discussed
* Knowledge and use of the linguistic register (e.g. use of vocabulary, tone, sentence structure, and modes of expression) appropriate for the type of presentation
* Good use of strategies to engage an audience

**Structure of your individual oral presentation**

Again, the precise structure of your oral presentation depends, to a large extent, on the type of activity you have chosen and your topic. You should decide on the type of presentation most likely to achieve the objectives you have for your topic. Whatever you choose, however, you should bear in mind that all presentations must have some kind of coherent structure.

Also, bear in mind the limitations of the facility in which you give your presentation: we have only this classroom available. If you want to give your presentation in a different place (here on campus), we will have to make special arrangements. If you need other students to be part of the presentation, you must consider how they figure into your plans (and remember that only YOU are assessed in your presentation – YOU must demonstrate knowledge etc.).

**Preparation of your individual oral presentation**

You will be expected to do the preparation work for your individual oral presentation outside class time. When you have chosen your topic it is your responsibility to:

* Select appropriate material for your presentation
* Organize the material into a coherent structure
* Choose and rehearse the appropriate register for your presentation

In terms of consultation for your topic, we will proceed through the following steps:

1. Propose your topic and identify the work(s) you will interpret. No two students may have the same topic, so topic approvals are first-come, first served.
2. Present a working thesis for approval and suggestions (samples will be given)
3. Once the working thesis is approved, you should begin to plan and outline your presentation. Preliminary outlines may be brought in for suggestions. Outlines should include text support to be used.
4. You may consult literary criticism. If you use it in your presentation, cite it (to cite orally, say “According to (Name), “quotation.”).
5. You will be required to turn in a final outline of your presentation, both hard copy and email copy with a bibliography.

Some recommendations for preparation:

* + Practice! Plan it all out, pace yourself, and know where you will be standing so you don’t block anything you want the audience to see.
  + Do not simply read note cards. You might want to memorize your speech, but this is not required. Remember, this assessment is an oral activity, not a read/written activity. You must work to sound naturally articulate in speech. This means no language fillers (uh, like, and stuff, etc) and appropriate register.
  + **Use the text! Quotations / support from the text is *required*.** You do not need to memorize quotations, but they must be part of your presentation.
  + Be precise in your language. Call the work a memoir, a nonfiction novel, or a collection not just a “book.” Know your literary terms. Use them. Love them.
  + **Test out all technical needs BEFOREHAND. Come in at least two days before your presentation to make sure all computer files needed will run properly.**
  + Make sure your interpretation or creative piece and analysis are clearly connected. Your presentation should be **cohesive, unified and focused**.

**Presentation and discussion**

Your total presentation time is 10-15 minutes; 10-13 for your presentation and 2 minutes for me to ask questions. **YOU CANNOT GO OVER 15 MINUTES**. Once you have started to give your presentation you will not be interrupted and you will not be allowed any assistance.

When you have completed your presentation your teacher will discuss the material with you further to explore your knowledge and understanding of the work(s) or topic you have presented. Your teacher will want to make sure that you can justify your selection of:

* The material used in your presentation
* The activity you have chosen to present the topic
* The linguistic register you have used for the presentation of your topic.

Your teacher must have time to ask you some questions, and that questioning session is part of your time, so plan your presentation to last 10-13 minutes. The whole class may take part in the discussions following your presentation.

All note cards, outlines, or any papers / materials composed for and/or used as part of the presentation must be turned in at the end of the presentation. All written work (outlines, bibliography, and supplemental writing) must be handed in hard copy and submitted to turnitin.com.

**Assessment of your presentation**

See attached rubric

**A final (but very important) note**

**You must be prepared to give your presentation on the day it is scheduled**. Technical difficulties are no excuse – you will have to go on despite them, if they occur. The date fixed for presentation may be renegotiated to accommodate adverse circumstances such as bereavement or serious illness, however no other considerations may be given. Presentations may not be repeated.

**Individual Oral Presentation Rubric – HL**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **0** | **1-2** | **3-4** | **5-6** | **7-8** | **9-10** |
| **Criterion A: Knowledge and understanding of the work(s)**   * How much knowledge and understanding does the student show of the work(s) used in the presentation? | does not reach standard | There is little knowledge or understanding of the content of the work(s) presented. | There is some knowledge and superficial understanding of the content of the work(s) presented. | There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented. | There is very good knowledge and understanding of the content and most of the implications of the work(s) presented. | There is excellent knowledge and understanding of the content and the implications of the work(s) presented. |
| **Criterion B: Presentation**   * How much attention has been given to making the delivery effective and appropriate to the presentation? * To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)? | does not reach standard | Delivery of the presentation is seldom appropriate, with little attempt to interest the audience. | Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience. | Delivery of the presentation is appropriate, with a clear intention to interest the audience. | Delivery of the presentation is effective, with suitable strategies used to interest the audience. | Delivery of the presentation is highly effective, with purposeful strategies used to interest the audience. |
| **Criterion C: Language**   * How clear and appropriate is the language? * How well is the register and style suited to the choice of presentation? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the presentation.) | does not reach standard | The language is rarely appropriate, with a very limited attempt to suit register and style to the choice of presentation. | The language is sometimes appropriate, with some attempt to suit register and style to the choice of presentation. | The language is mostly clear and appropriate, with some attention paid to register and style that is suited to the choice of presentation. | The language is clear and appropriate, with register and style consistently suited to the choice of presentation. | The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation. |

**IB Independent Oral Presentation (IOP)**

**Initial proposal form**

Complete the following form and submit **2 copies** (1 dropped e-copy and 1 hard copy) for your initial IOP proposal. This form is due by 27 March 2015.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name: |  | | | | | | | |
| Work(s) to be examined (check which apply): |  | *In Cold Blood* |  | *Mortal Lessons* | X | *Angela’s Ashes* |  |  |
| Working Thesis: | I would like to examine the shaping of the narrative voice of the text by creating a dramatic scene in which the narrator is confronted by three of the characters in the text. | | | | | | | |
| Description of idea / format of presentation: | **Who, what, why, how, where, when** | | | | | | | |
| Technology, equipment, or human resources needed: |  | | | | | | | |
| Questions, problems, or concerns: |  | | | | | | | |