

SEMINAR ORAL PRESENTATION--ENG 645

Your report is meant to give the seminar a focus & point of departure for our discussion. Give a short presentation that has as its aim to bring to our attention key issues & questions you have found. Your talk at the outset of class should take no more than **15 MINUTES IN TOTAL** to be followed by a discussion based on the term(s) you identify for us to think about and your question(s). Please have some portion of your presentation dedicated to an oral performance. It can be very simple—a song that you sing; a song that we sing; something on a CD or video; a reading of one of the poems or ballad texts; &c. I want us to consider the performative and oral nature of these materials and of both poetry and song by definition. **REHEARSE TO BE CERTAIN THAT YOU STAY WITHIN THE TIME.**

Please have copies for everyone of a 1-page handout that (1) gives a brief couple of sentences summarizing your ideas; (2) a listing of the term(s) that you think important with a definition; and (3) the question(s) you have for us to take up with regard to the week's topic and readings.

Each report will bring together one of the main texts with some aspect(s) of the analytical terms and definitions that you find in the commentary (or in M.H. Abrams). (You may draw on any of the readings from the course.) Locate an issue that you would like us to explore.

Preparation: (1) Consider the assigned readings carefully & find an issue or idea that you wish to take up. (2) Locate and present from the day's readings a specific passage, scene, song, filmclip, &c. that is pertinent to this issue & that we can focus on for our discussion; (you may act out the scene, read the passage, sing the song, bring a recording, show the filmclip, &c.). (3) Identify the analytic term or theoretical idea that you would like to link to the passage, with a definition, and perhaps a brief comment on why it seems pertinent. (4) Pose 1 or 2 questions that will focus our attention & that you would like us to try to answer. (Examples might be questions related to the reworking of *The Beggar's Opera*, the satirical or aesthetic effects of a poem or ballad, a historical issue or critical interpretation you find persuasive—or questionable, &c.)

For Class: Bring photocopies for the entire class of a handout. (Formulate a complete sentence for each of your ideas to help you articulate something clear and interpretive.) For a dramatic scene—or even for a song—you may enlist a colleague to help with the presentation (who will, of course, get EXTRA CREDIT). Present your specific passage in some way—read it, sing it, play it, project it, have someone read it, &c. You may enlist sources beyond the week's readings—especially visual or audio illustrations—but this is not required. If you have drawn on further reading, add your sources to those from the class on the handout in a short bibliography.

*****IF YOU WOULD LIKE ME TO PHOTOCOPY YOUR HANDOUT FOR THE CLASS, PUT
IT IN MY MAILBOX BY 11 AM OF THE DAY OF YOUR PRESENTATION.*****

Week 3: *Pastoral & Mock-Pastoral: European Literature Imagines 'The Other'*

Week 4: *Ballads on Stage: The Beggar's Opera (1728), Polly (1729), & their Progeny*

Week 6: *Gaelic Orality, Ethnicity & Revival: Macpherson's Ossian (1760-1765)*

Week 7: *The Ballad revival: Percy's Reliques of Ancient English Poetry (1765)*

Week 8: *Johnson & Boswell in Scotland—Cultural Distance & Literary History*
