word is bond

guidelines for the hype assignment

It is customary in graduate classes for someone to start the class with an introduction or interpretation of the text for that week's class discussion. We will begin each class with HYPE: the performer who comes out on stage before an entertainer-artist and gets the crowd amped up and excited for the main event. For many classes, we are going to have someone to Hype Us Up! YOU will start the class with an introduction to and interpretation of a reading for the week alongside a presentation of primary materials.

You have 15-20 minutes. Plan something for us to see, do, think about--- don't just talk off the top of your head. Show us a performance or some kind of text and present it via google slides. You should assume--- like with any college classroom--- that the ideas that you present to your colleagues in this class are competing for their mind-space and attention with work, family, sleep, fatigue, hunger, and the stress of 100s of pages of reading for other classes.

Do NOT assume that anyone in the class has heard of the issues you are focusing on. Do NOT assume that we know or have thought critically about why this topic is important. Tell us what, who, when, and where. Then dive deeper into why you are arguing for this as socially/cultural/linguistically/historically significant for Black rhetoric.

Many students choose music or a speech to work alongside this presentation. If you choose a live performance, please remember that a live performance adds a different dimension of audience interaction than just a song playing. You should also note the difference between a music video and an artist's live performance. A music video will require a significant amount of discussion about visual rhetorics (camera angles, colors, lighting, setting, etc). And, well, let's be honest: some of them ballads that sound so good on iTunes come apart when it goes live… some folk can't sing a lick of what their record sounds like.

You do not need to wear a 5-piece suit when you present (though you are certainly welcome to… a lil swag never hurt NObody!) Do not let your nerves psych you out though. You are talking to your colleagues here, giving them information that they do not have about something you care about. You are NOT competing with anyone in here. *You are SHARING with them.*

Point-Spread for the Presentation (10 points)

Each Point Correlates to an Expectation	Check
1.STYLE AND TONE: I do not simply read the screen out loud to everyone and have an intimate relationship with my notecards and/or the computer screen. I do NOT offer sadomasochistic reviews of my abilities either (i.e., "I'm not a very good presenter"… do NOT start that way!) I don't use up my entire time showing a video; if/when I use a video, I make an interesting choice and have cued up the segment(s) that I want my audience to see.	
2.TIMING: I stick to the allotted 15-20 minutes. I present for at least 15 minutes but not longer than 20 minutes (cues can come from the teacher like a conference panelist would if you like). I must be on time and ready to start right away.	

3.VISUAL INTENT: My google presentation is visually interesting. I did NOT use the pre-packaged templates for the background. My background image matches my content and/or argument. The entire set of slides have their own, unique packaging.	
4. DEPTH OF SLIDES: I have at least 8 slides so that my audience is engaged in something more than just a few slides. The slides are thoughtfully and artfully sequenced. I have used transitions and animations (loaded onto the platform) that will translate nicely when this goes to "movie" form on a web platform.	
5.NAMING: I gave my overall presentation an interesting title. The title of the presentation is displayed in some kind of obvious way on the google landing and a front page slide. My title follows the usual academic format (Short and Sexy Attention-Grabber: Longer Explanation).	
6. SURFACE ISSUES: There are NO surface errors anywhere. I have remembered that these are public platforms. Typos and spelling matter now (I can always fix things too).	
7. TECHNOLOGICAL QUALITY OF SLIDES: All images in my slideshow are weblinked to their source in order to prevent copyright issues. All of my videos are embedded; I did not simply paste a URL on a page. **I also remembered to email Carmen a link to the google slides the night before so that the slides can be embedded at the course website. The google link that I send must give Carmen an editor role so that she can embed.**	
8.RHETORICAL CONNECTIONS: I make clear connections to historical and/or discursive features of African American rhetoric as we have studied it in class. I reference at least two of the class readings or some other Black rhetoric and/or Black studies scholarship.	
9. CITATIONS: I referenced at least two articles/essays that deal explicitly with Black rhetoric and/or Black studies scholarship. I created a slide with bibliographic information that details where I got all of my images and all of content information.	
10. MORE THAN AN ASSIGNMENT: I share with my colleagues why I have chosen the issues that I am presenting. I inform my colleagues about this rhetor but am also helping them to see or hear something differently through the lens of Black rhetoric and language. I end my slides with discussion questions for further consideration that I would like my colleagues to ponder.	

Total Points **(this project accounts for 10 points of the final grade's 100 points)**	

Points Translation (Roughly)

9-10 points: A	**8 points: B**	**7 points: C**	**5-6 points: Failing**

my notes and ideas