

Students are asked to prepare a 10- to 15-minute presentation of an age-appropriate lecture or classroom activity on a topic relating to mathematics. The project is worth 50 points toward each student's final course grade. This is a regular class assignment, *not* an extra-credit activity. Failing to participate will therefore have an adverse effect on your final course grade. The philosophy is to simulate an actual classroom teaching situation involving math, and/or a job interview situation, in which teachers are often asked to provide a short demonstration of their approach and abilities during the oral interview.

Be ready to present on 2 December 2008. As there are about 13 presentations, we will probably not be able to fit them all in one night; however, we will have a random drawing (or accept volunteers) to determine who presents on this date, with the remaining students presenting on 9 December. No presentations are permitted after the end of the 9 December class meeting, barring a major earthquake, meteor strike, global flood, or other serious but unlikely calamity. Students not ready on 2 December may postpone their presentations to 9 December, but will earn a maximum of half credit (25 points or less). You will be timed, and informed when time has expired; however, track your own time usage so you are not surprised when time runs out.

At the beginning of the presentation, please share:

- Your name;
- The overall subject or topic of your presentation (*e.g.*, shapes, graphs, statistics, *etc.*);
- Whether the presentation will be a lecture or a classroom activity (or both);
- The grade level (or grade range, if appropriate) at which your presentation is aimed; and
- (Optional) A written lesson plan, if you want (it may help us follow your activity more easily; 13 copies)

After this introduction, and for the remainder of the presentation, please treat the remaining class members as though they are your students. This means that you should *not* use language such as, "If I were teaching the class I would do ...." Instead, you should use language such as, "Now class, we will try this approach to ...." Be ready to respond to questions from the class, just as in "real life." You may also ask questions of the class.

Your fellow students and I will evaluate each presentation. Your score will be the highest of (1) my evaluation, or (2) the average evaluation given by the class, after dropping the lowest and highest scores. To earn full credit, you must also evaluate at least 10 other students' work. Criteria for evaluation include:

- Evidence that you have prepared and practiced your talk. Hints that you are unprepared include stumbling over your talk, reading directly from lecture notes (boring!), not being familiar with subject material, or going over your 15-minute time limit without being able to bring your activity to a clean conclusion. Value: 10 points.
- Originality of approach (*e.g.*, good analogies in a talk, or clever use of materials in a classroom activity). Bonus credit may be awarded for activities that directly involve students (*e.g.*, hands-on manipulatives, or at-the-board activities). Value: 10 points with possible 5-point bonus (extra credit) for creativity or class involvement.
- Clarity (can we understand what you mean?). Note: This is not to judge people's accents or mastery of the English language; instead, can we follow your arguments, can we tell what you are trying to accomplish, is there a clear and cohesive lesson plan that you have thought out and are now sharing with us? Value: 10 points.
- The appropriateness of the topic and level of complexity to the stated grade level. Value: 5 points.
- Ability to maintain the interest of the class. (Keep us awake and involved; give us something to do, or ask us questions.) Value: 5 points.
- Participation in evaluating other students' presentations. Value: 10 points if you evaluate 10 or more other students.