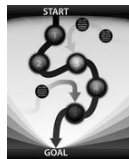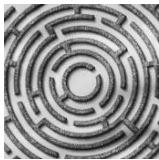# Guide

Geopolitics:
   Essays & slides
   Presentation & discussion sessions

By David Crookall, © 2012
Based on slides by Cecile Hagnauer

Plan

- See slides!
- *These slides = Draft only !*
- These slides apply to David Crookall's groups
- Annie Lefebvre may use different methods, ways, dates and criteria

  – Acknowledgements
  - Christophe Colette
    - Cecile Hagnauer
      - Annie Lefebvre

Zero tolerance

- Pls do all things indicated, and do them by the deadlines

- Cite all sources

Semesters & grades

3 grades
- Grade: for Sem 3 work (Oct-Jan)
  – Essays
  – PPT slides

- Grade: for Sem 4 work (Feb-May)
  – Presentations, responses, rebuttals, discussion
  – A's students: Work to be determined
  – D's students: Participatory exercise + short report
- Grade: for oral exam with M Collete

Sem 3 work: Essays + ppt

Sem 3
- Authors
  - Finish essays
  - Send draft to respondents
  - Respondents make comments
  - Prepare final essay
  - Send final to respondents & teachers
- Respondents
  - Give feedback to authors on essays
  - Prepare response + ppt
  – Audience: Prepare 1 discussion Q

Note: Although some of the work (essay writing, ppt design) may be done at the start of semester 4, the grade will be counted in semester 3 grades.

Sem 4 work (two elements)

Presentations & **discussion**
- – Presenters present
- – Respondents respond
- – Presenters give rebuttal
- – Audience: Prepare 1 discussion Q
- – Pres + discussion (all groups)
- – Wrap up
- ■ Negotiation **exercise** (D's students)
  - – Prep
  - – Negotiation
  - – Debrief

The grade for semester 4 will include these two elements.

Deadlines – sem 1

- ■ Draft essays
  - – 3 weeks before presentation day
  - – to teachers (A or D)
- ■ Final (essays & ppt slides)
  - – 1 week (7 days) before presentation day
  - – to respondents & teachers

  - – 1 point deducted from grade for every day late
  - – Essays cannot be changed after deadline
  - – ppt slides can be reworded, EN corrected,
    - ■ but no substantial (content) changes allowed

Deadlines (D's classes)

Authors give draft **essay** to respondents & T	23 Jan
Respondents do **feedback**, give to As & T	30 Jan
Authors have final **essays & ppt** ready, give to respondents & teacher	11 Feb
Respondents have (ppt) **responses** ready	19 Feb
Presentations, responses, rebuttals, discussions (1hr/group)	**21 Feb**
Prep for negotiation exercise	27 Feb
Negotiation **exercise**	6 Mar
Debrief of negotiation exercise	8 Mar

Structure & timing

| Each 1hr session:		< m	
1.	Presentation	20	essay authors
2.	Response	10	respondents
3.	Rebuttal	10	essay authors
4.	Open discussion	15	everyone
Break		*5*	*prep by next group*

Charing & filming

- ■ Chair for each session & recording
  - ■ Members of an audience group (2 people)
    - – That is the group who has just done their presentation
      - ■ One chair
      - ■ One camera person

- ■ Equipment (respondents')
  - – suitable recording equipment = 1hr
  - – movie camera, laptop with webcam, …
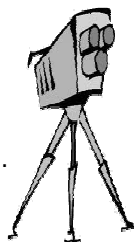
Order of presentations

- ■ The order of presentations is done within each half class, i.e., for each of the two sets of D's and A' groups.
- ■ See diagram below for suggested sequence
- ■ **Chair** of a session
  - = an audience group
- ■ **Alpha** order by first author surname
  - – 1st presenter group is group in which one surname is nearest letter A, of people in all groups;
  - – 2nd presenter group with next author name, etc
    - ■ or you can use a different order of your choice, but make sure that you get the group sequence right! As indicated in next slide

Sequence: D's groups

| Session ↓	Gr **A**	Gr **B**	Gr **C**	Gr **D**
1	Chair	Respondent *Presenter*		Audience
2	Audience	Chair	Respondent *Presenter*	
3	*Presenter*	Audience	Chair	Respondent
4	Respondent *Presenter*		Audience	Chair

> Gr B is Respondent for Gr C

Notes for diagram

- These notes attempt to explain how to read the diagram in the previous slide
- Row = Session; Row 1 = 1st session
- Session 1: Group roles, as follows:
  - A = **chair** of the session
  - B = **respondent** (1 chair, 1 camera person)
  - C = **presenter**
  - D = audience
- Session 3
  - Groups B & C = audience & chair
  - Groups A & D = presenter & respondent

A's groups – suggestion only

Session →	1	2	3	4	5
Grp A	Audience	Presenter	respondent	Audience	Audience
Grp B	Presenter	Respondent	Audience	Audience	Audience
Grp C	Respondent	Audience	Audience	Audience	Presenter
Grp D	Audience	Audience	Audience	Presenter	Respondent
Grp E	Audience	Audience	Presenter	Respondent	Audience

Essays: Cover sheet

- Single column
- Names (Given SURNAME; alpha); Photos; Emails
- Date
- Title
- Logo
- N° refs cited, N° docs consulted
- N° words (body), N° words total
- Zero plagiarism declaration
- No plastic: single staple
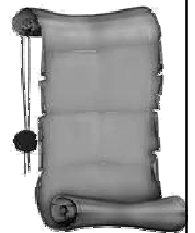
Essays: Formal aspects

- ~ 5k words (body) + front & end matter
- Text = 12pt Times Roman
  - Short headings = 12pt Ariel
- Layout
  - 1.3 line spacing; 6pt extra para spacing
  - Left justification only (jagged RH)
  - Top margin 3cm, with running head + pagination
  - Bottom & LH margins 2cm; RH margin = 4cm
  - Double column, 1cm space between (no line)
- Refs: given, or APA, or other recognized style guide
  - URL for all internet sourced material
- 2 paper copies: profs + respondents
  - Also send electronic (see pdf notes)

Consitency & clarity

- Consistency among & clarity in:
  - Research objective(s) (thesis statement)
  - Overall plan
  - Sections sub-sections, with short headings
  - Topic sentence for every para (1st or 2nd sentence)
  - Short paras, short sentences, active voice, etc.
  - Visuals (diagrams, flow charts, graphs, etc)
  - **Differentiate fact from opinion** (others' or yours)
- "il faut que le contenu de leur développement corresponde bien aux titres des parties et des sous parties" (Colette, 2012, personal communication).

Presentations

- Cover slides: names, photos, emails, title, date, plan
- Sober, minimum text
- Plenty of **visuals** (diagrams, maps, flow charts, …)
- Proper professional **intro**
- **No** reading !!
- Speak **slowly**, pause
- Maintain **eye** contact
- Guidance here:
  - http://www.unice.fr/crookall-cours/presentations/workshop_notes.htm
  - http://www.unice.fr/crookall-cours/presentations/design.htm
 - http://www.unice.fr/crookall-cours/presentations/tips-ppt_a.htm

Delivery

- **No** reading
  - Max 2 postcards of notes
- Do proper **intro**
  - Relate to audience, off topic
- Speak **slowly**, pause; use group resources, comment on visuals
- Maintain **eye** contact
  - No pockets, no fidgeting
  - Check for understanding
- Focus on **content**
- Be **convincing**

ppt

- Slide = a-v aid
  - 1st slide: names, photos, emails, date, course name, etc
  - 2nd slide: title + plan
  - Slide N° in top RH corner (as here)
- Transitions: sober, all at once
- Minimal text, easy font (tahoma, ariel, etc)
- Plenty of visuals (diagrams, maps, flow charts, …)
  - Use or redo tables found during your research
  - See examples on next slides (but one visual per slide)
  - Round numbers to nearest easy whole
  - Change numbers into graphs or other visuals

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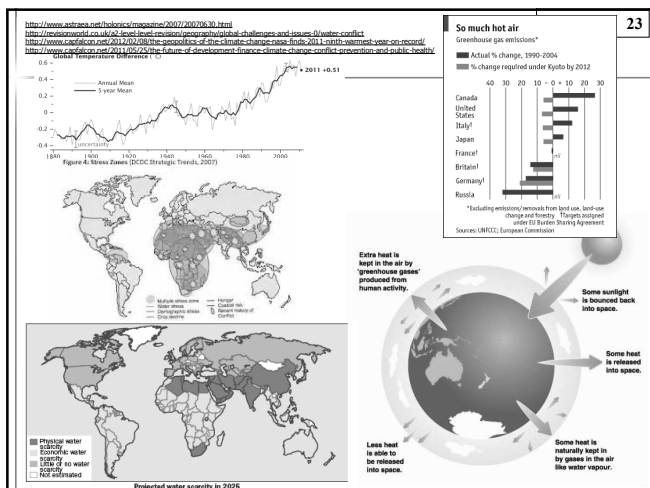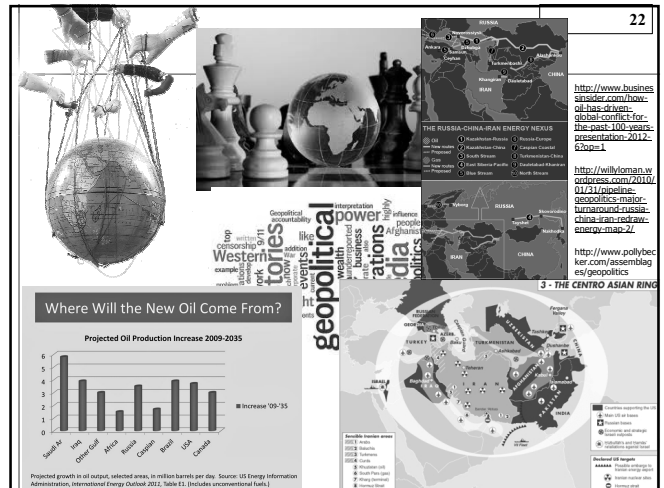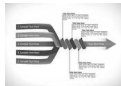
Respondents

- Read essay & provide written **feedback**
  - Note pbs & good aspects in both form & content
  - Check consistency, clarity, logic, refs, … in essays
  - 600 to 2k words; format as for essay
  - Give written feedback to essay authors & to taecher
- Prepare ppt **slides** for response
  - 1st slide = Cover (names, photos, etc)
  - 2nd slide = Title, plan
    - Minimal intro:
      - Thank presenters, say only names, give plan
  - 3 to 7 slides = discussion points
    - Critical assessment of form and content
    - Use criteria provided on assessment forms

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pdf only for emailing

- Send **only pdf** files (not .doc, .ppt)
- Freeware
  - PDFcreator, PrimoPDF, TinyPDF, etc
    - use software name + "freeware" to find
- For pdf of slides
  - 6 slides/page, b&w or greyscale (not colour), with frames
    - Make sure that URLs stay live in the pdf file
- No mistakes
  - Check pdf file <u>before</u> sending
  - If necessary change the slides and make new pdf
  - Send only once!

Filename & subject line

- In one single file, include both:
  - **essay**, then
  - ppt **slides** (6/page)

- Use exact **filename**:
  - **geo12_Name*_keyword-keyword.pdf**
    - * first author only
    - Careful: hyphen/underscore, upper/lower case

- **Geo12_Jones_climate-resources.pdf**
- **Geo12_Smith_global-culture.pdf**

Chairs

- Critical assessment of essay
- Clarity, organization
- Shortcomings in content, facts
- Shortcomings in argumentation, logical connections, assumptions, support for cause-effect assertions
- What did you learn?
- Prepare questions about above
  - To encourage elaboration by authors
  - To stimulate discussion from audience
- Hand in a written account of the session within 3 days after event (max 500 words)

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Responsibilities

Presenters	1.	To make presentation **lively** and **easy** to follow
	2.	To provide thoughtful **rebuttal** to respondents
	3.	To answer **questions** & comments from the floor
Respondents	1.	To make discussion **response** lively and easy to follow
	2.	Focus on **substance**, not persons
Audience	1.	Read essays; prepare 2 **questions** in advance (hand in on paper to Chair)
	2.	Ask 1+ Q during open discussion

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Grade: Sem 3

Writer	Essay	__/10
	ppt	__/5
Respondent	Essay feedback	__/5
Other		__/?
See separate eval criteria for each thing	Total	__/20
-1 for every day late	Grade	**__/20**

Chair responsibilities

- Organize the session
- Maintain balance and integrity in all things
- Make sure others participate according to the rules
- Cut off talkative people (politely); encourage shyer people
- Keep everyone on track timewise
  - Give 5m & 1m warnings ahead of time
- Make sure people stick to issues & content;
  - Do not allow personalization of arguments
  - Encourage reflection as well as speaking
- Thank speakers and respondents

Audience

- Read the essays
- Write down at least 2 questions
- Make two copies
  - 1 for the chair
  - 1 for the teacher
  - Give 2 days before

Respect for others

Rules for you;
Respect for others

- Listen, no chatting
- Respect deadlines
- Bring all necessary documents (incl essays in paper)
- Rule breakers will be asked to leave, and will loose points towards grade

Suggestions

- Send suggestions by email
- Say how something can be improved (instead of what is wrong)

Happy writing

Bonnes fêtes