

## Myths of the Greeks and Romans Presentations

Using a blend of technology and two other genres (i.e. music, art, poetry, etc.), you, along with, will teach your chosen myth to the class. You must include the following topics in your presentation:

- 1) Teach your **myth(s)** – be creative in how you present this portion of the assignment to the class.
- 2) Provide an overview of the mythic **characters** in the myths within your chapter and their archetypal representations. You must use Grant's *Myths of the Greeks and Romans* as the primary source for this component of the research.
- 3) Explain the **historical significance** of the myths to the time period in which they are from (i.e. What do the myths show about the belief system of the Greeks/Romans? What mores do your myths enforce? How did these myths change during the Classical period? ... etc.). You must use Grant's *Myths of the Greeks and Romans* as the primary source for this component of the research.
- 4) Demonstrate the representation of your chosen myths in art and other literature. Use one of Grant's examples and use one example not mentioned in the chapter.
- 5) Analyze the impact of the myths upon modern thinking. You will discuss the universality of the myths in this section of the project. Provide **two examples** of modern allusions **for each of the myths** in your chapter.

**To receive any credit, you must use proper parenthetical documentation (internal citations), and you must create a properly formatted MLA Works Cited. If either of these major documentation requirements is missing, your will receive a firm zero - without an opportunity to redo the assignment - and you will receive a referral for plagiarism.**

- What needs cited? direct quotations; paraphrased and summarized passages; and ideas, thoughts, and facts you use from a source.
- Use the below reminder on how to cite a website and [OWL at Purdue](#)

## Works Cited

### How to cite a book for Works Cited:

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs URL or DOI). 2<sup>nd</sup> container's title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

### Basic Book Format

The author's name or a book with a single author's name appears in last name, first name format. The basic form for a book citation is:

Last Name, First Name. *Title of Book*. Publisher, Publication Date.

### Book with One Author

Gleick, James. *Chaos: Making a New Science*. Penguin, 1987.

### Book with More Than One Author

When a book has multiple authors, order the authors in the same way they are presented in the book. The first given name appears in last name, first name format; subsequent author names appear in first name last name format.

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Allyn and Bacon, 2000.

If there are **three or more authors**, list only the first author followed by the phrase et al. (Latin for "and others") in place of the subsequent authors' names. (Note that there is a period after "al" in "et al." Also note that there is never a period after the "et" in "et al.").

Wysocki, Anne Frances, et al. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Utah State UP, 2004.

## **Myths of the Greeks and Romans Presentations**

### **How to cite a website for Works Cited:**

For an individual page on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites. Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given. **Avoid placing n.p. or n.d. if the information is present – doing so will result in improper citation of the source.**

Author's Name. "Title of Page." *Title of Source/Organization*. Publisher, copyright date. Web. Date of Access.

Lundman, Susan. "How to Make Vegetarian Chili." *eHow*. Demand Media, n.d. Web. 6 July 2015.

"Athelete's Foot - Topic Overview." *WebMD*. WebMD, 25 September 2014. Web. 6 July 2015.

### **How to cite a YouTube Video for Works Cited:**

Author's Name or Poster's Username. "Title of Image or Video." Media Type  
Text. *Name of Website*. Name of Website's Publisher, date of posting. Medium. date retrieved.

Here is an example of what that looks like:

Shimabukuro, Jake. "Ukulele Weeps by Jake Shimabukuro." Online video clip. *YouTube*. YouTube, 22 Apr. 2006. Web. 9 Sept. 2016.

### **A Painting, Sculpture, or Photograph**

Provide the artist's name, the title of the artwork in italics, the date of composition, and the medium of the piece. Finally, provide the name of the institution that houses the artwork followed by the location of the institution (if the location is not listed in the name of the institution, e.g. The Art Institute of Chicago).

Goya, Francisco. *The Family of Charles IV*. 1800, oil on canvas, Museo del Prado, Madrid.

### **A Song or Album**

Music can be cited multiple ways. Mainly, this depends on the container that you accessed the music from. Generally, citations begin with the artist name. They might also be listed by composers or performers. Otherwise, list composer and performer information after the album title. Put individual song titles in quotation marks. Album names are italicized. Provide the name of the recording manufacturer followed by the publication date.

If information such as record label or name of album is unavailable from your source, do not list that information.

### **Spotify**

Rae Morris. "Skin." *Cold*, Atlantic Records, 2014, *Spotify*, [open.spotify.com/track/0OPES3Tw5r86O6fudK8gxi](https://open.spotify.com/track/0OPES3Tw5r86O6fudK8gxi).

### **Online Album**

Beyoncé. "Pray You Catch Me." *Lemonade*, Parkwood Entertainment, 2016, [www.beyonce.com/album/lemonade-visual-album/](http://www.beyonce.com/album/lemonade-visual-album/).

### **CD**

Nirvana. "Smells Like Teen Spirit." *Nevermind*, Geffen, 1991.

### **Films or Movies**

List films by their title. Include the name of the director, the film studio or distributor, and the release year. If relevant, list performer names after the director's name.

*The Usual Suspects*. Directed by Bryan Singer, performances by Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and Benicio del Toro, Polygram, 1995.

## **Myths of the Greeks and Romans Presentations**

To emphasize specific performers or directors, begin the citation with the name of the desired performer or director, followed by the appropriate title for that person.

Lucas, George, director. *Star Wars Episode IV: A New Hope*. Twentieth Century Fox, 1977.

### **Television Shows**

#### **Recorded Television Episodes**

Cite recorded television episodes like films (see above). Begin with the episode name in quotation marks. Follow with the series name in italics. When the title of the collection of recordings is different than the original series (e.g., the show Friends is in DVD release under the title Friends: The Complete Sixth Season), list the title that would help researchers to locate the recording. Give the distributor name followed by the date of distribution.

"The One Where Chandler Can't Cry." *Friends: The Complete Sixth Season*, written by Andrew Reich and Ted Cohen, directed by Kevin Bright, Warner Brothers, 2004.

### **Parenthetical Documentation**

- What needs cited? direct quotations; paraphrased and summarized passages; and ideas, thoughts, and facts you use from a source.
- Use the below reminder on how to cite a website and [OWL at Purdue](#)

#### **How to cite parenthetically *with an author*:**

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

#### **How to cite parenthetically *when there is no author* (Reminder – use title of page):**

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming" 6).

You will present your research to the class. Be sure to incorporate technology – 5-7 minutes each. Provide an overview of your research and assignment and use a blend of media to present your findings.

- Avoid lengthy paragraphs – break up/chunk information for clear presentation of facts
- Incorporate visuals, quotes, audio, video throughout
- YouTube trick: copy link into viewpure.com – converts YouTube links to be used on student computers in presentations; you can also download YouTube videos and save them to your folder by adding ss after the www.

### **REQUIREMENTS:**

- MLA: parenthetical documentation and Works Cited
- You will create a Fall Research folder in your shared English folder; create a 'sources' folder inside of this research folder. Copies of all additional sources will be placed in this folder.
- All aspects of your presentation (links, copies of presentation sections) need to be in your shared folder under LAST NAME\_FINAL-RESEARCH

## Myths of the Greeks and Romans Presentations

PRESENTATION AREA	Excellent	Good	Needs Improvement
<b>Organization and Preparation for the Presentation and visual and technology portion</b>	<p>There is clear evidence of thoughtful preparation: presents a summary of scholarship with major ideas, research process, thinking, and college-level resources evident; visual and technology portion and presentation are relevant and have been prepared with forethought; selected information shows an understanding of the novel and the connection to the event; there is clear justification for the inclusion of all material in the presentation and visual and technology portion.</p>	<p>There is evidence of prior preparation: presents a summary of scholarship that indicates major ideas, attention to the research process, although not thorough; visual and technology portion and presentation are relevant and have been prepared in a timely manner; presenter is aware of the information but the presentation and visual and technology portion do not coordinate thoroughly; selected information shows some understanding of the novel and its connection to the event; some justification is given for the inclusion of most of the material in the presentation.</p>	<p>There is little or no evidence of prior preparation: the purpose of the presentation and visual and technology portion is not clearly evident; offers a sparse, superficial, or hastily prepared summary with minimal evidence of the research process, ideas, criteria, thinking, and resources is evident; visual and technology portions are irrelevant or show little evidence of forethought; presenter offers selected information, but shows little or no understanding of its connection to the novel; no clear justification is given for the inclusion of material in the presentation.</p>
<b>Content of Presentation/visual and technology portion</b> <ul style="list-style-type: none"> <li>• <b>Relevancy</b></li> <li>• <b>Depth</b></li> <li>• <b>Balance</b></li> <li>• <b>Breadth</b></li> <li>• <b>Integration</b></li> <li>• <b>Understanding of literary elements</b></li> <li>• <b>Understanding of the work's connection to the topic</b></li> </ul>	<p>The content of the presentation is intelligent and balanced: information is relevant and goes beyond simple research or literary data; research is integrated with discussions of the novel and clearly brings added benefit to understanding of the novel; a deep understanding of the discussed works is seen in precise literary terminology and themes; and an overall understanding of the author or novel's relationship to the research topic is clearly integrated into the presentation and visual and technology portion.</p>	<p>The content of the presentation has, for the most part, depth and balance: the information is relevant or relevancy is explained; research is mostly linked to the author and/or the novel; offers some insights into literary questions and research elements; an overall understanding of the author or novel's relationship to the research topic is attempted, although it might be superficial and/or incomplete.</p>	<p>The content of the presentation is lacking in balance: information; some information seems irrelevant or relevancy is not explained; research information assumes too much of the audience and the presentation is not clearly linked to the novel; discussion or overview fails to fully address literary questions or elements; and an overall understanding of the author and novel in the historical period is not evident.</p>
<b>Delivery of Presentation/visual and technology portion</b> <ul style="list-style-type: none"> <li>• <b>Flow</b></li> <li>• <b>Organization and Structure</b></li> <li>• <b>Balance</b></li> <li>• <b>Saliency</b></li> <li>• <b>Classroom Management</b></li> <li>• <b>Creativity</b></li> <li>• <b>Timing</b></li> </ul>	<p>The presentation and visual and technology portion flows smoothly with, perhaps, some minor digressions; the information is well structured, salient, and balanced; discussions are interesting, well managed, intelligent, and organized; the presentation is creative and memorable; any minor inaccuracies or weaknesses do not hinder the presentation.</p>	<p>The presentation flows from point to point with minor digressions, is somewhat creative, and manages to interest the audience; the information is clear, structured, and balanced; sources and commentary are well-managed and planned; the visual and technology portion is organized, though not as effectively as an excellent presentation.</p>	<p>The presentation and visual and technology portion fails to flow smoothly, often digresses, and/or is uninteresting; the information is lacking in structure and balance; source analysis is poorly planned or managed; the presentation lacks variety in failing to offer a corresponding visual and technology portion; the presentation lacks creativity.</p>
<b>Resources Used for Presentation, etc.</b> <ul style="list-style-type: none"> <li>• <b>Breadth</b></li> <li>• <b>Depth</b></li> <li>• <b>Variety</b></li> <li>• <b>Acknowledgement of sources</b></li> </ul>	<p>Resources used are complete, thorough, and show adequate variety; the presentation thoroughly utilizes the research information available, making excellent use of research for most of their information; the sources are acknowledged correctly.</p>	<p>Resources used are complete and sufficient for the presentation and show some variety; presentation uses all the information in the text, yet goes beyond this resource for much of their information; the sources are generally acknowledged adequately.</p>	<p>Resources used are insufficient, incomplete, and/or lacking in variety; the group basically used the information in the text, at times even missing vital information found there; the source acknowledgement may be incorrect.</p>