Presentation #3: Technology & Dilemmas and Ethical Controversies

A. Choose a reading from the list on Blackboard. Add your name next to the reading on the wiki to claim it. Note: Each person must select a different reading.

B. Also add next to your name whether you will present the reading on Monday or Wednesday. Up to five people may present on either day. Scan through the wiki before you record your presentation day to see if you still have an option of which to choose, or whether you have to select a specific day.

B. On Monday or Wednesday you will give a presentation to the class about your article. There also will be a question/discussion period. You will launch the question/discussion period by sharing a "scenario" with the class.

Scenario: This should be a short paragraph with a hypothetical situation facing a person, organization, government, or other entity. It should pose a problem with a decision this entity has to make. The problem should be directly related to the topic of your article, should be open to multiple forms of resolution, and should have some moral ambiguity in terms of what the best solution is for it.

Content of presentation:
- Share the scenario you are posing to the class.
- Provide any background definitions or concepts the class needs to understand the rest of your presentation.
- Briefly summarize your article.
- Present the author's argument surrounding the technological dilemma or ethical controversy. Include considerations as well as advantages and disadvantages the author details regarding their position.
- Evaluate the author's position
  - Did you find the author's argument convincing? Why or why not?
- Frame the class discussion.
  - Revisit the scenario you are posing to the class.
  - Share what you think is relevant to the dilemma/controversy from either Brey's or Nussbaum's lists (from your readings for Class #13)?
  - At some point during the discussion, make sure that you share your perspective about how to best resolve the scenario.

Delivery of presentation:
- You will have 15 minutes to present your article and discuss the article and scenario with the class.
  - Your oral presentation should be 4 to 10 minutes in length.
  - You are welcome to provide a slideshow, handout, or other form of supplementary materials. If you are using a slideshow, submit it via Blackboard in advance of your presentation.
  - You must submit your scenario via Blackboard by 11:59pm the night before your presentation.
- You may use notes but should not read from your presentation.
- Please make sure to speak audibly and try to be engaging.

See the rubric on the next page for the grading criteria.
Your presentation reflection will also be incorporated into your presentation grade.

Rubric	Unacceptable (D or F, 0-69.99)	Approaching Competence (C, 70-79.99)	Satisfactory (B, 80-89.99)	Proficient (A, 90-100)
Content	Presenter demonstrates a lack of understanding of the material. Presentation is not engaging, interesting, or focused. The information and the author's argument is unclear.	Presenter demonstrates an emerging understanding of the material. Parts of the presentation are engaging. Content is on-topic and relevant.	Presenter demonstrates understanding of the material and keeps the class's attention. Information is generally clear and coherent and evokes interest. Author's argument is somewhat effectively presented. All content relates to the overall presentation.	Presenter demonstrates full grasp of the material and is interesting and engaging. Information is compelling. Author's argument is effectively presented. All content is pertinent to the presentation and aids in class's understanding.
Sociological Perspective & Relevance	Sociological relevance is lacking, unclear, and/or absent entirely.	Sociological relevance is only somewhat established or is inconsistent.	Communicates sociological understanding. Sociological relevance is apparent but could be bolstered throughout.	Demonstrates deep understanding of the sociological perspective. Sociological relevance is clear and consistently reinforced throughout.
Organization	Presentation is disorganized and/or difficult to follow. Time departs from 5 (to 8, depending) minutes by 1 minute or more.	Presentation follows a sequence but could be organized much more effectively. Time departs from 5 (to 8, depending) minutes by less than 30 to 59 seconds.	Presentation flows pretty well. Time departs from 5 (to 8, depending) minutes by 15 to 29 seconds.	Well-organized in a logical sequence. Easy to follow. Presentation time departs from 5 (to 8, depending) minutes by less than 20 seconds.
Delivery	Class has difficulty hearing or understanding presenter. Significant barriers exist regarding filler words, pacing, etc. Presenter reads from notes or a slideshow.	Class can hear presentation, but some work is needed on pacing, filler words, eye contact, or other presentation skills. Presenter is not reading from notes or a slideshow.	Smooth rehearsed presentation. Presenter is not reading from slideshow or notes. Class can hear and understand presentation.	Audible and articulate. Limited use of filler words (e.g. umm, like, etc.). Presentation appears well rehearsed. Presenter is speaking, not reading from slideshow or notes. Good pacing (not too slow or rushed). Eye contact is made. No gum or other distractions. Presenter effectively responds to questions.
Supplemental materials (optional)	Supplemental material does not support the presentation and may be unrelated. Spelling, grammar, or punctuation errors are evident.	Supplemental material attempts to add value to presentation, but needs more development to be effective. There are some spelling, grammar, or punctuation errors.	Supplemental material is informative and adds to the presentation. Attention is paid to spelling, grammar, punctuation, and formatting; any errors are minor and few in number.	Supplemental material is clean and simple, not distracting; it is informative, engaging, and adds value to the presentation. Uses correct spelling, grammar, punctuation, and formatting throughout.