

PLS 436/536
Lecture instructions

In your lecture, you will introduce the topic covered in a particular class, discuss relevant course readings and other scholarly literature on that topic, and identify connections between the different scholarly contributions that can inform our subsequent class discussion.

Giving a lecture may seem a daunting challenge, but it is in effect not that different from the presentations delivered by your undergraduate peers. Like them, you will need to develop expertise in your chosen topic, organize the material you wish to discuss, and share your knowledge and insights with your audience

There is no one right way to give a good lecture. Your approach will depend on your chosen topic, scholarly interests, and personal sensibilities. The following websites provide useful advice that can help you to prepare and deliver your lecture:

- <https://dcal.dartmouth.edu/resources/teaching-methods/effective-lecturing>
- <https://poorvucenter.yale.edu/teaching/ideas-teaching/preparing-lecture>
- <https://teaching.berkeley.edu/teaching-guides/running-your-course/lecturing-strategies>
- <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/lecturing-effectively>
- <https://www.celt.iastate.edu/instructional-strategies/teaching-format/effective-lectures/>

You will have between fifteen and thirty minutes to give the lecture. I suggest that you limit the length of your lecture and focus on identifying key insights and evidence that can inform the class discussion to follow. You may, but do not have to, use slides, videos, and other multimedia content in the presentations.

The primary purpose of the lecture is to provide you with an opportunity to gain the experience of giving a talk on a topic that is likely outside your area of expertise to an audience of students. In addition, your work on the lecture will help you to develop detailed knowledge and understanding of a specific topic that you can share with others.

Lecture rubric

	Failure	Minimally acceptable	Acceptable	Good	Excellent
Understanding of the topic under consideration	The lecture provides no evidence of the lecturer's understanding of the topic.	The lecture is suggestive of limited understanding of the topic, based on superficial engagement with relevant course material. In some cases a large number of factual errors may be present.	The lecture indicates some understanding of the topic, based on evident effort to engage with relevant course material. In some cases a small number of factual errors may be present.	The lecture demonstrates solid understanding of the topic, based on evident engagement with relevant course material. In some cases a very small number of factual errors may be present.	The lecture demonstrates excellent understanding of the topic, based on evident engagement with relevant course material and, in most cases, consultation of outside scholarly material.
Inclusion of relevant material	The lecture mostly consists of superfluous information and/or the lecturer fails to share some necessary information.	The lecture includes little of the material that the audience needs to understand the topic and may instead largely consist of superfluous information.	The lecture includes some of the material that audience needs to understand the topic and, in some cases, some superfluous information.	The lecture includes most of the material that audience needs to understand the topic.	The lecture includes all the material that audience needs to understand the topic.
Explanation of the material	The lecturer provides no meaningful explanation of the material covered in the lecture.	Explanation of the material is confusing and/or otherwise lacking, preventing the audience from developing thorough understanding of the topic.	The lecturer provides a clear and detailed but largely ineffective or otherwise uninformative explanation of the material covered in the lecture.	The lecturer provides a clear and detailed but not entirely effective explanation of the material covered in the lecture..	The lecturer effectively explains the material covered in the lecture and shares valuable insights and/or helps the audience to consider the topic from different perspectives.
Structure and delivery	Weak or no organization, random expression of ideas, disjointed or incomprehensible delivery.	Difficult to follow and/or poorly delivered lecture.	The lecture follows a clear, if not necessarily well-thought-out, organization and the delivery is somewhat engaging.	The lecture is clearly structured and delivered in a manner that helps the audience to absorb the content.	The lecture is clearly structured and delivered in a manner that helps the audience to gain valuable new insights and/or consider the subject from different perspectives in addition to absorbing the content.