CCGL 9001—*Hong Kong Cinema through a Global Lens*: Spoken + Visual/Digital Assessment

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Comparative Literature  
Communication-intensive Course (CiC) Symposium  
CPD 2.77, Chi Wah Learning Commons, Centennial Campus  
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Communicate effectively in oral and written forms through their analyses and discussions of cinematic and cultural texts.
Group presentation assignment

• Students will be asked to form groups and given guidelines to construct the presentation topics related to the weekly assigned readings, film, and concepts. The group presentation consists of two parts:
  
  • Part A: group presentation in tutorial
    
    Each group is required to present their ideas through analyzing one clip (of max. 3 min.) in the tutorial. Each presentation is 30 min. (20 min. oral presentation + 10 min. Q&A section). Other students are required to fill in a peer review form evaluating the presentation. All group presentations will begin after the lecture on week 3.
  
  • Part B: group report (due one week after the tutorial presentation)
    
    The group will submit a brief report (which includes the PowerPoint slides, a short video podcast of no more than 5 minutes, AND a written statement of 500 words) one week after their presentation. The group must clearly state the division of work among members on the report. Students are expected to have equal contribution to the “content” of the presentation. In other words, students who are merely responsible for the operation of PowerPoint slides, for example, will not be graded.

• In this project, students are asked to present their ideas through analyzing a clip from one of the films they have studied in the course. In order to explain the connection between globalization and Hong Kong cinema, the students will engage in multiple forms of group presentations: oral presentation in tutorial, written report, and a video podcast. We hope the different presentation methods would help students consolidate their understanding of ideas by demonstrating their analytical skills in different approaches and formats. This also encourages students to experiment creative methods to express their ideas.
Grading Rubric

• A
  • Demonstrates excellent understanding of the concepts, key terms, and topics related to that particular lecture. Displays very strong evidence of critical thinking, and makes a compelling and very articulate discussion supported by highly convincing analysis of the chosen film clip. Work is presented clearly, accurately and neatly, and demonstrates excellent organizational and linguistic skills. Excellent time management and interaction with the audience.

• B
  • Demonstrates a good to very good understanding of the concepts, key terms, and topics related to that particular lecture. Displays solid to strong evidence of critical thinking, and makes a capable, thoughtful, and solid discussion supported by convincing analysis of the chosen film clip. Work is presented clearly and accurately, and demonstrates rather solid to very good organizational and linguistic skills. Good time management and adequate interaction with the audience.

• C
  • Demonstrates fair to acceptable understanding of the concepts, key terms, and topics related to that particular lecture. Displays weak evidence of critical thinking, and makes a discussion that is predominantly descriptive with little analysis or ideas vaguely presented. A lack of connection between the presented ideas and the chosen film clip. Work is presented fairly clearly and accurately, and demonstrates sufficient organizational and linguistic skills. Average time management and inadequate interaction with the audience.

• D
  • Demonstrates very limited understanding of the concepts, key terms, and topics related to that particular lecture. Very minimal evidence or absence of critical thinking, and makes an attempt at discussion that either does not address the question, or lacks evidence of analysis. Weak in organizational and linguistic skills. Poor time management and lack of interaction with audience.

• F
  • Incomplete presentation. Little or no evidence of understanding of the concepts, key terms, and topics of that particular lecture. Poor presentation of work. Evidence of plagiarism.
Video Example

- Video Podcast on Karate Kid [2]
- Students: Chang Sung Ho Leong Shek Lun Leung Chin Ming
For more about 9001 and its MOOC version:

https://commoncore.hku.hk/ccgl9001/

- https://youtu.be/OjjUX6U4YVA
- https://ccgl9001.wordpress.com/

- https://www.edx.org/course/hong-kong-cinema-through-a-global-lens