

English 11/AP English Language and Composition
Emily Dickinson presentations

Please remember that poems were assigned before break along with some ideas about copytext and overall fascicle. The presentation should reflect the effort of (at least) three nights' homework (30 minutes each) plus two in-class workdays.

Presentations begin Friday. You should put together your notes in a way that you can use them and hand them in after you present. You may use PowerPoint, Prezi, or similar to collect the elements of your presentation and make them more organized and easy to deal with. You don't have to have anything written in a final, polished form, except for the copytext itself. You must email me your copytext no later than 8:00 Friday morning in a form I can open immediately and without fuss—Word or PDF—or as part of your (optional) PowerPoint or Prezi, which also needs to be emailed by that time. It is possible for you to export your Google Doc as a Word or PDF document, and you should do that to submit your work properly.*****

You will have another workday tomorrow in class so that you have a chance to ask any questions.

(If you missed the initial talk about publication history and Dickinson, make sure you get someone's notes. This talk is very important to our understanding of how the poems work. I gave a hint toward this talk the day before break and gave it in fullness when we first returned.)

I. Recite your poem for extra credit. By the time you are finished with section II, you will find that you can recite your poem!

II. Present your copytext. Your copytext is the typewritten version of the poem as you would present it in a reader's edition of the poems of Emily Dickinson. Think about line, punctuation, capitalization, and variant words. Be able to talk intelligently about your choices in terms of your aesthetic judgment as an editor and/or the initial or final intentions of the poet. With some poems, the copytext is complex; with others, this portion of the presentation will be straightforward.

III. Discuss the poem itself: poetic devices and the way the craft of the poem contributes to its meaning. Begin with a general statement about the poem's meaning. Then ground your idea (theme statement) in the poem's diction and syntax. Look up any unfamiliar words. Think about formal elements—syllabics (number of syllables per line) and meter (iambic?)—as well as true or slant rhyme and its effects, imagery, and so on. How do the poem's formal choices relate to the poem's meaning?

IV. Place the poem in context. Discuss the poem's tone and content in conjunction with the poems before and after it. For the reader of the fascicle, how does the poem fit in—thematically and formally—with the poems around it?

V. Decide whether you think the fascicle is a collection, a workbook, or something else. Remember the history of publication and role of Ralph Franklin in the re-assembling of the fascicles. What would you look for in a collection of poetry (remember: narrative or emotional arc)? Do you see an arc across the poems here when you read the fascicle end to end? Do you see some streaks of continuity thematically, tonally, formally? Draw a conclusion about the way this fascicle works.

Some presentation notes:

1. Your presentation should take no longer than 8 minutes. I will stop you if you go over.
2. I will make the manuscript versions available to project, so you don't need to worry about that. You should include it yourself, though, if you are doing a PowerPoint or Prezi, so that you can refer to it when you want to, without leaving your presentation.
3. Presentations will, as much as possible, go in fascicle order. Everyone should be ready Friday, though, because we will need to move ahead if there are absences. The copytext and any PowerPoint/Prezi materials for all presentations are due on Friday morning at 8:00.