ENGL 2026
Star Wars Presentation Instructions
Due: Varies (see Daily Schedule)
Worth: 15% of final mark

During our Star Wars unit, groups of 4 – 5 students will make 15 – 20 minute presentations on a segment of the Star Wars universe we are studying together.

These segments are: 1) the original trilogy (Episodes IV – VI), 2) the prequel trilogy (Episodes I – III), 3) the sequel trilogy (Episodes VII – IX), the animated series (*The Clone Wars*, *Rebels*, *The Bad Batch*), and *The Madalorian* (seasons 1 – 2).

While the presentation will only last 20 minutes tops, the entire class session will be focused on the questions raised by the presentation and the ideas it inspires.

There are **numerous** (perhaps innumerable) ways to do these presentations. Consider some of the following lenses , through which we might understand these groups of texts. Note: not all of these lenses will work for every one of these groups of texts. Note II: these lenses are not mutually exclusive. You need not choose one. You should, however, consider how different lenses might work with one another, complement one another, or, perhaps, undermine one another before you settle.

- Critical/scholarly
  - How were these groups of texts received when they were released? How have they been received in the years since?
  - What has the ongoing conversation about these texts been over the course of decades or years?
  - What are the major positions within the criticism and scholarship on these texts?
  - How does the criticism and scholarship on these texts contribute to our understanding of these texts now?
- Franchise
  - What is the relation between this set of texts and the rest of the Star Wars franchise?
  - How did this set of texts reflect on the history of the Star Wars universe?
  - How did this set of texts seek to attract new audiences or keep old ones?
  - What paratexts did this set of texts create or otherwise interact with?
- Storyworld
  - How did these texts build the Star Wars universe over time? New planets, characters, plotlines, and so on?
  - How did these texts transform that world as they were introduced? Midi-cholarians? New Force powers? New technology? New political factions or cultural groups?
- Nostalgia and Fandom
  - How do these texts create nostalgia for past instances of Star Wars or for other media or moments in history?
  - How does this nostalgia work in relation to fans of different generations?
- Genre
  - What genres do these texts interact with? Science fiction and fantasy are rather obvious, but also consider: the western, the noir film, detective fiction, war stories, horror, tales of exploration, bildungsroman, and so on. How do these genres interact with each other and/or with the narrative to make meaning?

- Form
  - What forms do these texts take? Consider: the film, the episode, the series, animation, live action, episodic, serial, transmedial, and so on. How does form contribute to the narratives they tell? To the meanings they produce?

These questions are only a guide and you should think hard about what other questions might best suit the set of texts your group is dealing with and/or what point you would like to make.

You may also wish to consider:
- making use of any number of concepts related to the study of franchises: world consistency, backstory, world coherence, worldworld completeness, transmediality, building, and so on;
- doing research on the texts in question both in scholarly and popular venues;
- and/or looking at other texts related to the ones you are assigned (comics, video games, fan fictions, novels, and so on).

To be clear: your presentation may go in any number of directions, but it should have a point that it is trying to consistently convey. It should not be a series of points or trivia about these texts. It should have a critical and pedagogical purpose. As stated above, at the conclusion of the presentation, the class will take a few minutes to consider questions and responses to the presentation.

Groups are strongly encouraged to meet with me to discuss the presentation and possible approaches to it. These meetings can take place face-to-face once we move back to in person instruction or on Zoom.

The technicalities
- Your presentation will take place on the day listed on the Daily Schedule. It cannot be rescheduled nor can it be made up.
- Each member of the group will receive the same grade. If you are having a problem with a group member, let me know as soon as possible.
- Presentations must include a visual component. This can be a Powerpoint/Prezi presentation, a video, a handout, or something else.
- Presenters can ask the class to do additional viewing or reading in preparation for the presentation. For example, presenters on the original trilogy can ask for the rest of the class to view another of the films or read reviews of it. These requests must be SPECIFIC and must be made a week in advance of the presentation.
- Groups should make an effort to familiarize themselves with their subject beyond what we are watching together in class. For example, if you are presenting on animated Star Wars series you may wish to watch more episodes of *The Clone Wars* or *Rebels* or episodes of *The Bad Batch* or some other animated series (canonical or otherwise).
- Group members are free to divide up the work in any way they see fit. That means each member might be responsible for watching certain films or episodes of a show. Some members might do the actual presenting while others don't. And so on.

The grade
- As stated, each member of the group will receive the same grade.
- Grades will be holistic, which means I will determine it based on the overall success of the presentation.
  - Did it make a clear, interesting, useful point about the material?
  - Did it connect with our ongoing conversations?
  - Did it inspire questions and comments from the rest of the class?

- Was the visual aspect interesting, useful, and additive? That is, was it more than just images? Did it actually add to the point or our understanding of that point?
- Did it address the topic in a larger context such as the larger storyworld or franchise?
- Did you present at an appropriate pace? Were you able to answer questions and criticisms effectively?

- Presentations that accomplish all or most of what the above above questions ask will receive grades in the 'A' or 'B' range.
- Presentations that accomplish half or less of what the above above questions ask will receive grades in the 'C' or 'D' range.
- Presentations that make no clear argument, are obviously disorganized, have little or no pedagogical value or relation to the course goals and subjects, or fail to materialize altogether will receive an 'F.'