**SPA 201: Video Presentation Project (OTHER SPEAKER)**

This semester we’ve watched a number of interview clips where we’ve seen native-Spanish speakers sharing their thoughts and ideas about a variety of topics. For this project you will use the textbook chapter questions to serve as the basis for your interviews. You may expand on the questions by adding additional questions but they should all relate to the overall theme.

**Video Presentation 1 – Other Speaker**

For this first task, you will record a 1-2 minute video of a Spanish speaker (other than yourself) while they share their thoughts and opinions about a certain topic selected from the textbook. The person you select to interview should be comfortable with the Spanish language enough to be able to answer questions for 1-2 minutes and be comprehensible to the rest of the class. Please make sure that your interviewee is aware that the audience will be Spanish 202 students and, if necessary, **that they simplify their language accordingly.**

Assignment details:

1. **Select your speaker** and ask if you can do a brief interview with them. Make sure you tell them that their interviews will be watched by our entire class.
2. **Identify a few questions** from our textbook chapters that you would like your interviewee to discuss. Depending on the talkativeness of your interviewee, you may want to identify fewer or more questions for them to address. Be sure to stay within the 1-2 minute time limit.
3. **Prepare a short introduction** that you will give in class before we watch your video. This introduction will be given in-person in front of the class. It should not be part of your video. *Do not read your introduction word for word! If it looks like you’re reading word for word, you will not receive more than 2 out of 5 for that category of the rubric.* Your introduction should take no longer than 1 minute. In your introduction you might include some or all of the following details:
   1. Background of your interviewee (you can keep their name anonymous if you like); where are they from, how did they learn Spanish, how do you know them, etc.
   2. A summary of the question(s) they answered
   3. A summary of their answers to your questions as a preview of the video
4. **Produce your video**. You can check with the College IT department if you have trouble locating a device to record your video. As your record, pay attention to the following details:
   1. Your video should be recorded in one continuous shot, not stitched together from various clips. Additionally, the audio should be coming directly from the interviewee’s mouth and their face should be unobscured as they speak to the camera.
   2. Make sure that the audio from the video can be easily heard (try to reduce as much ambient noise as possible by conducting the interview in a small room in a quiet location).
   3. Pay attention to lighting. Do a test video segment to make sure that your subject is well lit. Try moving around the room until you have better lighting.
   4. Windows movie maker or iMovie are great ways to do simple edits to your videos. Some devices like smartphones have video editing software built in.
   5. Be creative. Think intro music, props and costumes, interesting backdrops and locales, etc.
   6. Publish your video to **YouTube and send me the link** before the deadline listed on the syllabus. If you need help publishing to YouTube, please see me during an office hour or contact the IT department.

**Project checklist:**

* Video is between 1-2 minutes
* Speaker is clear and comprehensible to the majority of students in SPA 201
* Video picture and audio are clear
* Video has been uploaded to YouTube and the link has been sent to the instructor
* 1 minute introduction has been prepared and practiced so that notes do not need to be read during presentation
* Video is one continuous shot, not a series of smaller clips linked together
* Video adheres to all of the guidelines above

**The rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Does not meet criteria** | **Progressing** | **Proficient** | **Exemplary** |
| **Introduction**  Clear and comprehensible (not from notes) | 1 2 3 4 5 | | | |
| **Duration**  Between 1-2 minutes | 1 2 3 4 5 | | | |
| **Technical**  Picture and audio are sufficiently clear | 1 2 3 4 5 | | | |
| **Interviewee**  Comprehensible by instructor and most students | 1 2 3 4 5 | | | |
| **Overall Quality**  Effort was made to produce an engaging and well-produced video | 1 2 3 4 5 | | | |

Total\_\_\_\_\_\_\_\_\_\_/25

**Exemplary:** All criteria mentioned in the “proficient” level is met but with an added amount of depth, creativity, energy, and effort. Presentation is unique, memorable, and engaging.

**Proficient:** All requirements have been met sufficiently. Element is fully included into the presentation but may show signs of underdevelopment at times.

**Progressing:** Effort is evident but does not indicate high levels of preparation or planning. Some key element of the category is missing or severely underdeveloped.

**Does not meet criteria:** Incomplete or severely inadequate. Element may be missing altogether. Lack of clarity which results in confusion or severe misunderstanding. Significant and/or obvious lack of effort and/or preparation Adherence to time constraint is blatantly outside the recommended range.