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Queens College, CUNY
Pedagogies of Place (Summer 2025)

Teaching Resource: Presentation Assignment on the Arts in Our Communities

For my Pedagogies of Place teaching resource, I designed a presentation assignment for a first-year Macaulay Honors College course, Honors 125: The Arts in New York City (also known as Seminar 1), which I usually teach every fall. This Macaulay seminar is already meant to be a place-based course, and my syllabus includes a range of art forms with roots in NYC, including photography, painting, installation, graffiti and street art, breaking, opera, theater, fiction, comics, and film. This presentation assignment deepens the seminar's engagement with Queens and place by asking students to learn more about the arts located/rooted in their specific neighborhoods and communities.

Students will each be required to find, research, and present on a specific art form, artist, artwork, or arts institution/organization from their own neighborhood or community. The format will be a [PechaKucha presentation](#), which consists of a slideshow that shows 20 slides or images, each auto-advancing after 20 seconds, as the presenter talks along with the slides, for a total of 400 seconds (6 minutes 40 seconds). This format provides a clear, consistent structure that enables students to practice being both concise and creative. I will provide instructions, examples, and other resources, and I will also connect students with Macaulay's Teaching and Learning Collaboratory (TLC) for additional support.

The goals of this presentation assignment are for students

1. To learn more about the arts in their local, place-based contexts and to recognize how art is already an integral part of their everyday lived experiences and deeply embedded in their communities (and not just in Manhattan or elite/mainstream institutions);
2. To practice and gain confidence in writing and communication for peer audiences and publics; and
3. To have fun and access pleasure and meaning in learning about and engaging the arts and their communities.

Students will have the option to expand on this presentation for their final project, which is a multimedia project and presentation for the annual Macaulay-wide STEAM Festival. We may also use the presentations to create a class/crowd-sourced map of the arts in NYC that we can continue to add to and share publicly.

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Presentation on the Arts in Our Communities

worth 10% of your grade

For this assignment, each of you are required to find, research, and present on a specific **art form, artist, artwork, or arts institution/organization from your own neighborhood or community**. Your art form, artist, artwork, or arts institution/organization can be connected to any of the visual and performing arts (e.g., painting, photography, sculpture, public or street art, music, dance, theater, film, fashion, etc.). This is an opportunity to learn more about the arts that are already a part of your lived experiences and local contexts, to share with our seminar about something that interests you, and to practice and gain confidence in writing and public speaking.

Each of you will sign up to give an in-class presentation sometime during Weeks 8–11. The content of your presentation must include

- A **title slide** with your name, our class, the date or semester, and your presentation title
- **Key information, background, and contexts** about the art form, artist, artwork, or arts institution/organization from your neighborhood or community (i.e., whatever you think is important for us to know)
- Some discussion of **why you chose and were interested** in this art form, artist, artwork, or arts institution/organization
- A final slide with a **bibliography of at least 3 sources**, listing all sources you consulted, cited, or borrowed images from and/or sources where folks can learn more, formatted according to [MLA style](#), including [websites and other online sources](#), [books](#), [articles](#), etc.

Everyone is required to use the same format: a [PechaKucha presentation](#), which consists of a slideshow with **20 slides or images, each slide/image shown for 20 seconds, for a total of 400 seconds** (6 minutes 40 seconds). The slides are set up to advance automatically every 20 seconds, and the presenter talks along with the slides. You can search online for instructions and videos on how to make a PechaKucha in various apps (e.g., Google Slides, Prezi, Canva, PowerPoint, etc.), and I'll share examples and give time in class to work on your presentations with my support. Outside of class and my office hours, you can also reach out to Macaulay's Teaching and Learning Collaboratory (tlchelp@macaulay.cuny.edu) for additional support.

The PechaKucha format gives you the opportunity to practice being both **concise and creative**—choose high-quality and impactful images, keep the text on the slides to a minimum, make time to rehearse the timing of your talking points with your slides, and, most importantly, try to have fun with it! I recommend you start by drafting an outline that includes both the images you want to show and your talking points or script, and you are welcome to use this outline or any notes when you give your in-class presentation.

Additional Guidelines

- **By the day before** you are scheduled to give your in-class presentation, you must submit your slideshow as a **link or PDF** on our Brightspace (under “Assignments”).
 - Note: If you use Google Slides, please share it with my Gmail account (XXX) and not my QC email.
- After you give your in-class presentation, you must fill out a Reflection Memo Google Form, which will ask you to discuss your experience, process, approach, choices, etc., for this assignment, including the use of any outside help or support (such as from the Writing Center) or tools (like ChatGPT, Gemini, Microsoft Copilot, etc.).
- Please review the academic integrity statement on our syllabus and keep in mind our in-class discussions on academic integrity and generative AI. If you use generative AI or other tools/platforms in any stage of this presentation assignment, please remember to include this in your Reflection Memo and detail how you used that tool/platform.
- I will post everyone’s slideshows on our Brightspace, but please do not circulate them outside of our seminar without the presenter’s consent.
- You will have the option to expand on this presentation for your STEAM Festival Project due in December, which we will discuss more in the coming weeks.

General Rubric

A (+/-) = Wow, excellent! Meets all requirements and exceeds expectations.

B (+/-) = Yeah, good! Meets all requirements and most expectations.

C (+/-) = Okay. Meets some requirements and some expectations.

D (+/-) = Uh oh... Does not meet requirements or most expectations.

F = Yikes! Does not meet any expectations, or was not submitted, or was plagiarized.