Syllabus
Class Meets: tbd
Instructor: Lonny E. Carlile         Course Web Site: http://laulima.hawaii.edu
Office and Hours:  tbd              Phone and Email: tbd, lonny@hawaii.edu

ASAN 462
Contested Issues in Contemporary Japan (Machida Edition)

Brief Course Description:

While there is a widely held image of Japan being a monolithic “consensus society,” public discourse in that country is in fact characterized by lively, often heated debates over a wide range of "hot button" issues that reveal deep cultural fissures and dramatic differences of thought and opinion. In light of this, ASAN 462 aims to provide students with an understanding of key issues currently being debated in contemporary Japanese society. The two contested issues that will be the focus of this version of ASAN 462 are 1) war memories and 2) Japan’s security policies. The two are interrelated, with the former impacting the latter in complex ways, as will be demonstrated over the course of the semester.

The course will take advantage of the greater access to relevant specialists, locally published materials not readily available in the US and proximity to associated sites provided by the Machida study abroad program. On the one hand, published English language texts will be used to provide background knowledge and analytical frames through which to approach these issues. On the other, inquiry-driven exercises in which students analyze primary sources and visit relevant sites will be used to facilitate deep and direct student engagement.

ASAN 462 is designed to meet the hallmarks of a UH GenEd’s “O” focus course. As such students will have several opportunities to present their work orally and receive feedback and guidance from both the instructor and fellow class members.

Required Texts and Apps:

• Philip A. Seaton, Japan’s Contested War Memories (Routledge, 2007) (electronic version available on Amazon)
• The China-Japan-Korea Common History Text Tri-National Committee, ed., A History to Open the Future: Modern East Asian History and Reconciliation. (SPAS 2015) (electronic version available on Amazon)
• iClicker Reef

Student Learning Outcomes sought are as follows:

• Identify and explain the key points of contention in two major contested issue areas in contemporary Japan (specifically, war memory issues and security policy), and describe the sociopolitical and historical contexts out of which these emerged.
• For each of these points of contention, describe the differing positions taken by proponents of different sides in the debates associated with them and identify the differences in values that lay behind these points of contention
• Discuss how the axes and parameters of these debates along with their salience is similar or different from those of parallel issues areas in your home country, and provide an explanation for these similarities or differences

• Demonstrate an ability to synthesize information and ideas derived from a cultural or national context different from you own

• Comfortably and clearly present information and ideas orally before a live audience.

Course Grade Calculation

- attendance/iclicker quizzes 15%
- Observation Diary 20%
- short assignments and presentations 20%
- major oral presentations ($t = 2$) 45%

Notes on Course requirements

• attendance
  - your attendance grade will a percentage calculated as follows:

    \[
    \text{no. of days attended} / (\text{total class days} - 3)
    \]

    In other words you may miss class 3 times without penalty, This includes days out due to illness but not days when you have a presentation scheduled. In the latter instance you will be counted as absent.

• iClicker quizzes
  - At the start of each class session you will be given a brief multiple-choice quiz (usually 5 questions long) on material covered in the previous session and/or in the assigned readings. You will answer these questions on your electronic device using the iClicker Reef app.
  - Your iClicker quiz will double as a record of attendance. Therefore, make sure you arrive when class starts so you will not be counted as absent.

• Observation Diary
  - Each student will have his or her own “clog” (essentially, a blog) space in the course Laulima site.
  - Every week you will post to your clog space a thoughtful, 400-500-word entry noting observations and thoughts about your experiences in Japan during the preceding week, and in particular those which relate to subjects covered in the course. (These do not need to be correlated with the topic being covered in class that week.) Some examples of what you might write about:
    - Conversations you had with a home stay family member or Japanese friends
    - Something you observed as you made your way to campus (e.g., a poster on the bus, the way people acted on the train, memorial you passed by)
- Something that was covered or said in another class you are taking that resonated with what is being covered in this course
- (particularly relevant to the security unit) Your observations and impressions of walking near a US or SDF base, or encountering US military or SDF personnel
  - Read a handful of postings from other class members and post a comment if you feel inclined

- **short assignments and oral presentations**
  - During some of the weeks you will be given short assignments related to the topic being covered. You will present your report either individually or in a group, depending on the assignment.

- **major oral presentations**
  - You will make a 5-7-minute oral presentations before the rest of the class on each of the contested issues covered in the course.
  - These presentations will be based on your work on a project chosen from a list of assignments. (see below)
  - You will receive feedback on your oral presentation in the form of a) comments and suggestions from the instructor and b) a compilation of ratings from students made via iclicker.
  - The grade for each of your presentations will be calculated as follows:
    - Quality of content: 50%
    - delivery: 50%
## Class Schedule/Reading Assignments

<table>
<thead>
<tr>
<th>week</th>
<th>subject</th>
<th>Topic</th>
<th>Textbook Reading</th>
<th>Presentation assignments (see below for details)</th>
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<tbody>
<tr>
<td>1</td>
<td>Historical Memory</td>
<td>historical memory: concepts and analytical framework</td>
<td>Seaton, Intro and Ch 1 &quot;Historical Consciousness in Contemporary Japan&quot;</td>
<td></td>
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<tr>
<td>1</td>
<td></td>
<td>What is contested?</td>
<td>Seaton Ch 6 &quot;History and Ideology&quot;; Shin, &quot;The Making of A History to Open the Future&quot;</td>
<td>S1</td>
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<td>2</td>
<td></td>
<td>Has &quot;the past&quot; been addressed?</td>
<td>Seaton, Ch 3 &quot;Addressing the Past&quot;; Ch 4 The War as a Current affairs issue</td>
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<td>3</td>
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<td>Historical background of historical memory conflict</td>
<td>Seaton Ch 2 &quot;The Long Postwar&quot;</td>
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<td>4</td>
<td></td>
<td>presentation preparation</td>
<td>Seaton--chapter closest to your project</td>
<td>M1</td>
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<td>5</td>
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<td>oral presentations</td>
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<td>6</td>
<td>Security Policy</td>
<td>Fundamentals</td>
<td>Smith Introduction</td>
<td>S3</td>
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<td>7</td>
<td></td>
<td>Earlier Practices</td>
<td>Smith Ch 1. Japan in the Cold War</td>
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<td></td>
<td>Overseas Deployment</td>
<td>Smith Ch 2. The Self-Defense Force Abroad</td>
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<td>9</td>
<td></td>
<td>Responding to Security Threats</td>
<td>Smith Ch 3. Mobilizing the Military</td>
<td>S4</td>
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<td>10</td>
<td></td>
<td>Constitutional Revision</td>
<td>Smith Ch 4. The Constitution Revisited</td>
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<td>11</td>
<td></td>
<td>Japan-US Alliance</td>
<td>Smith Ch 5 Relying Borrowed Power</td>
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<tr>
<td>12</td>
<td></td>
<td>presentation preparation</td>
<td>relevant sections of Smith</td>
<td>M2</td>
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<td>13</td>
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<td>2nd final oral presentations</td>
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<td>14</td>
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<td>wrapup</td>
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Assignments Explained

Short Presentations (S)

1. Compare controversies in Shin essay against mentioned passages in *A History to Open the Future*

As explained in the preface to the English language edition (Carlile), *A History to Open the Future* was written by a group of scholars, teachers and citizen group members from the 3 countries of Japan, China and South Korea with the goal of establishing a common understanding of the modern history of the East Asian region—and in particular the period of Japanese aggression and expansion—in order to provide a foundation for overcoming the conflicts over understandings of history that have repeatedly soured relations among the them. This shared objective notwithstanding, the effort was marred by differences over how to interpret this history and specific incidents therein, as detailed in Shin Jubaek’s reflective essay (Appendix I). Indeed, these differences were such that at one point it even appeared as though the effort would have to be abandoned.

In this exercise, you will be assigned one of the historical incidents over which there were such differences. Your task is to read the passages in the body of the text where that incident is covered along with Shin’s description of what the differences were over its interpretation. You will then give a short informational oral presentation explaining the incident, what these differences were, and how it appears to have been resolved in the published text, along with any comments you have concerning the preceding. Note that you may find useful Appendix II’s listing of which country delegation was in charge of writing which section of the book.

2. Compare middle school history textbooks’ coverage of modern period

As explained in the Seaton reading, the way in which Japanese school textbooks present Japan’s history during the period we are concerned with has been a matter of considerable controversy. In this exercise you will see for yourself how this controversy plays out by comparing and contrasting how current government-approved middle school textbooks cover the period and by drawing conclusions of your own about the appropriateness of their coverage. It should be noted that although these texts are in Japanese, they have numerous illustrations that reveal the particular “spin” adopted in a given textbook, and it is acceptable for you to center your analysis on the “story” told by these illustrations.

3. Getting a grasp of fundamental concepts that structure Japanese security policy

As its title implies, the Fundamental Concepts of National Defense section of the Japanese Ministry of Defense web site ([link](#)) outlines the basic concepts associated with contemporary Japanese security policy and how they are officially interpreted by the Japanese government. You will be assigned a particular section of this page and your task will be to provide a straightforward explanation of what these terms mean and how they are interpreted, along with you own thoughts on their significance or peculiarity.
4. The application of the fundamental concepts

The document entitled *Overview of Japan’s Defense Policy* on the Ministry of Defense’s website ([link](#)) provides graphics that highlight the various means by which the Self-Defense Forces defend Japan in a manner (presumably) consistent with the framework outlined in the Fundamental Concepts section that you worked with in the preceding assignment. Your will be assigned a section of the document and your task will be to decide for yourself whether they are indeed consistent with those concepts and principles. For your short presentation, you will first outline what the MOD is saying and its rationale, and then outline your own thoughts on the matter.

**Major Presentations (M)**

1. **Options for the Historical Memory presentation (choose one)**
   - Update Seaton Table 4.1 (pp. 88-91) on Prime Ministerial apologies and visits to Yasukuni with information from the past five years using press reports as your source. Do recent trends match what Seaton describes in the chapter or have things changed?
   - Review recent Japanese war movie. Where does your film fit in the framework outlined in Chapter 7 of Seaton? In what ways is it consistent with or diverges from what Seaton describes?
   - Report and provide background on a visit to a war memory-relevant site. Then discuss how the wars years “remembered” at the site? In what ways is the site consistent with or diverges from what Seaton describes? Read the information on the site’s website if there is one before you go. Also, be sure to include a “selfie” of yourself at the site and other photos that you took that highlight the points that you are making and include them in your powerpoint. Some possibilities: Yasukuni Shrine/Yushukan Museum ([link](#)), Showa-kan ([link](#)), Kawasaki Peace Museum ([link in Japanese](#)), Chidorigafuchi National Cemetery ([link](#)), WAM Museum ([link](#))
   - suggest other possibilities and consult with instructor

2. **Options for the security policy presentation (choose one)**
   - The Defense Activities of the Ministry of Defense website ([link](#)) contains detailed information on recent developments in a variety of areas of defense-related activity. Pick an area of interest to you from the listings on the page and read the information contained therein. What are the recent developments in that activity area? Do they seem consistent with the principles and constraints that we discussed in the latter half of the class? How and in what way?
   - Visit some security policy-related sites or participate in a public event and report on your experience. Be sure to include a selfie of yourself at the site along with other pictures that illustrate what you have to say about your experience. How does your experience fit into what we’ve discussed relating to Japan security policies over the course of the semester? Some possibilities:
     - MOD Ichigayadai Tour ([link](#)—be sure to follow sign-up instructions)
     - Other MOD-sponsored event ([link](#) to events calendar in Japanese)
o USFJ public event if you can find one

- (virtual) USFJ website (link). Explore the mission-related sections of the website and any other section of interest. What is the message being conveyed there? Is what you found consistent with what you would expect from what we’ve studied? Did you find anything surprising? Were there any noteworthy things about the content of the site?

- suggest other possibilities and consult with instructor
Below are 9 steps that students can follow so that their oral communication presentation is successful.

**Step 1. Determine general purpose**

First, either assign or have students decide on the general purpose of their oral presentation: to inform, to persuade, or to entertain or move an audience.

- **Oral Communication Foundations & Impromptu Speaking** (PowerPoint presentation)
- **PowerPoint Viewer from Microsoft** - download free viewer if you do not have PowerPoint software.

Then, you can help your students by pointing out that effective oral communicators are concerned with three elements: (1) content; (2) organization and (3) delivery of messages.

- **Content** is the actual information that is conveyed in an oral presentation.
- **Organization** is how the presentation is structured, including the organizational pattern as well as the inclusion of an introduction, body, and conclusion to the message.
- **Delivery** includes the verbal and nonverbal means by which the message is conveyed to the audience.

**Step 2. Analyze the audience**

Communicators often say things they regret or that are not well-received by audiences simply because the communicator failed to properly analyze his or her audience before speaking. Students must analyze their audience in order to tailor their message to that audience.

Speakers analyze their audience prior to a presentation so she/he can determine the knowledge level of an audience as well as factors such as likes and dislikes, attitudes, values, and so on. Speakers should also analyze demographic characteristics of an audience such as sex, age, ethnicity, religion, political affiliations, and so on. In short, a speaker should gather as much information as possible prior to giving a presentation, so that she or he presents the most useful, relevant information possible and avoids offending or embarrassing audience members during the presentation.

A speaker analyzes an audience by making observations of audience members prior to the presentation, or by having audience members complete a questionnaire that includes demographic and attitudinal information. Information about audience
members in a particular organization can be provided by a contact person in the organization or from the organization’s Web site.

**Audience Analysis** (PowerPoint presentation, 5 slides)

**PowerPoint Viewer from Microsoft** - download free viewer if you do not have PowerPoint software.

**Step 3. Determine the specific purpose**

While a general purpose is to inform, to persuade, or to entertain or move an audience, a specific purpose indicates the thesis, or the specific content, of a presentation. For example, you may ask your students to give an informative presentation on the work of an eminent architect. The general purpose is to inform, and the specific purpose might be to provide the audience with information about the work of Frank Lloyd Wright. The specific purpose narrows the topic and focuses the presentation. The specific purpose should be stated in the presentation so the audience knows exactly what to expect.

**Informative Speaking** (PowerPoint presentation)

**Persuasive Speaking** (PowerPoint presentation)

**PowerPoint Viewer from Microsoft** - download free viewer if you do not have PowerPoint software.

**Step 4. Research the presentation**

Students should gather facts, figures, examples, testimony, and so on to present to their audience. This information is gathered, for example, from library sources, the Internet, interviews, periodicals.

**Establishing Your Credibility & Presenting Evidence** (PowerPoint presentation, 10 slides)

**PowerPoint Viewer from Microsoft** - download free viewer if you do not have PowerPoint software.

**Step 5. Organize and outline the presentation**

After gathering information regarding the topic of the presentation, students should organize the information. This requires determining an appropriate organizational pattern and dividing the information into major points.

Presentations can be organized chronologically, topically, spatially (how things relate to one another by location or position), or by cause-effect or problem-solution patterns. Typically, presentations contain two to five major points.

It is helpful to have students prepare written outlines of their presentations, including an introduction, a body, and a conclusion.
The introduction of a presentation outline usually includes some type of device to gain the attention of the audience, such as a story, an anecdote, a quotation, or a question for the audience to think about or to answer aloud. Also in the introduction is the thesis or specific purpose statement, which is typically a single declarative sentence. Finally, it is helpful to include a sentence which previews each of the major points to be included in the body of the presentation.

The body of the presentation outline includes the major points and sub-points or details to be covered in the presentation.

The conclusion of the presentation outline includes a summary of the major points covered and a statement that concludes the presentation smoothly. Preparation of a concluding statement helps students avoid an awkward ending to the presentation.

Sample: Oral Presentation Outline Format for Students
Organizing (PowerPoint presentation)
Outlining (PowerPoint presentation)
Introductions & Conclusions (PowerPoint presentation)
PowerPoint Viewer from Microsoft - download free viewer if you do not have PowerPoint software.

Step 6. Prepare visual aids

It is useful to have visual representations of material in a presentation. Visual aids make a presentation more clear, interesting, and memorable. Visual aids help a speaker capture the attention of the audience and also make the presentation more understandable to the audience.

Types of visual aids that students may use include PowerPoint, overhead transparencies, videotapes or DVDs, objects, models, drawings, people, slides, maps, photographs and charts or graphs.

Since the purpose of using visual aids is to enhance a presentation by providing a visual representation, it is important that students follow some basic rules in using visual aids:

- **Visual aids should be substantive.** Visual aids should add to the presentation
- **Visual aids should be easily seen by the audience.** Words, charts, photos, and so on need to be large enough so that everyone in the room can see them. Visual aids that are too small to see do not add to a presentation; indeed, they compromise the credibility of the speaker.
• *Speakers should not obstruct the audience’s view of the visual aids.* If a speaker displays visual aids on a screen in front of the room, he/she should not stand in front of the screen.

• *Maintain eye contact while using the visual aids.* In other words, talk to the audience, not to the visual aid.

• *Explain the visual aids.* A speaker cannot assume that the audience will understand the visual aids; interpret and explain the visual aids.

• *Do not pass objects among the audience.* Speakers sometimes do this so that audience members can get a closer look at the object. However, if the object was too small, the speaker should not have used it. Passing objects among the audience is distracting. It would be better for the speaker to invite audience members to look at the objects after the presentation, or after class.

• *Use handouts appropriately.* Unless a speaker will refer to a handout throughout the presentation, it is best to wait until after the presentation to distribute handouts. Audience members can become distracted by reading the handout rather than listening to the speaker.

• *Use appropriate visual aids.* Dangerous or illegal visual aids should be avoided.

• *Practice the presentation with the visual aids.* Students should prepare visual aids well enough in advance so they can practice their presentation with them. This will give the students a good indication of how long it will take to display and discuss the visual aids during the actual presentation in class.

• *Learn how to use the equipment in the classroom.* It is helpful to emphasize to students the importance of planning visual aids in advance and making sure they know how to use any electronic or computer equipment ahead of time.

Many classrooms at UHM contain computers and other electronic equipment, and include instructions for using the equipment. To determine what equipment your classroom has, see the UHM Center for Instructional Support Web site: [www.cis.hawaii.edu](http://www.cis.hawaii.edu)

**Visual Aids** (PowerPoint presentation)

**PowerPoint Viewer from Microsoft** - download free viewer if you do not have PowerPoint software.

**Step 7. Rehearse the presentation**

It is helpful for students to rehearse their presentations many times before delivering the presentation to the class. The best way to do so is for students to
practice the presentation from beginning to end (from introduction to concluding statement), following their outline and incorporating their visual aids.

If you have given students a time limit for the presentation (e.g. 10-12 minutes), encourage them to time their presentation when they practice. Students often think that five minutes is a very long time to speak in front of the class, and are quite surprised to learn that their presentation was actually 15 minutes long!

**Delivery & Nonverbal Cues** (PowerPoint presentation, 7 slides)

*PowerPoint Viewer from Microsoft* - download free viewer if you do not have PowerPoint software.

**Step 8. Deliver the presentation to the class**

Finally, students are ready to give their presentations to the class. There are various modes of delivery, and it is helpful to direct students to use the most appropriate mode for the situation.

A *manuscript* mode of delivery involves writing a presentation word-for-word and reading the presentation to the audience. It is used when a speaker needs to be very precise in what she/he says. For example, the President of the United States primarily uses a manuscript mode so as not to say something inappropriate or inaccurate.

A *memorized* mode of delivery involves writing a presentation word-for-word and reciting the presentation from memory. It is used for shorter presentations, such as introducing a speaker or delivering a toast or a eulogy.

An *impromptu* mode of delivery involves very little or no preparation or practice time. It is used for "on-the-spot" presentations such as participating in class, giving directions to someone on the street, or for presenting results of in-class activities.

An *extemporaneous* mode of delivery involves thorough preparation and practice and is conversational in style. It is used for most types of in-class presentations because it allows students to use notes while they speak and allows for flexibility during a presentation. For example, if a student is presenting from a manuscript, he/she cannot adapt to audience feedback by deviating from their script. With extemporaneous delivery, students can adjust the complexity or the length of their message to fit the situation at hand. Perhaps the best argument for an extemporaneous mode of delivery is that it is conversational and therefore more interesting for the audience to listen to.

It is important to look at various aspects of delivery when evaluating a speaker: Gestures and movement, vocal variety, eye contact, and use of visual aids.

*Gestures and movement.* Speakers should be encouraged to move about the room as they speak, rather than standing behind a podium or lectern for the entire presentation. This movement makes the presentation more interesting to listen to, creates a more immediate environment in which the physical and psychological
distance between the speaker and the audience is lessened, and also helps a speaker channel their nervous energy. A moderate amount of movement is best; more movement than simply standing in one place but not so much movement that it seems the speaker is pacing during the entire presentation. Gestures should not be planned but rather should occur naturally as a speaker delivers her/his presentation.

**Vocal variety:** Vocal variety includes tone of voice, the rate at which we speak, pitch, volume, proper pronunciation, articulation, and the use of pauses. Effective vocal variety is crucial to effective delivery. We are all familiar with speakers who talk so fast that their words become jumbled, or those who talk so slow and monotone that they put us to sleep.

Speakers should avoid using filled pauses such as "um," "uh," "like," and "you know." Speakers often vocalize pauses because they are uncomfortable with even a second of silence while standing before an audience. Emphasize to students that unfilled pauses are perfectly acceptable and can be used to emphasize important points in a presentation (e.g. the dramatic pause).

**Eye contact and facial expression.** Eye contact with an audience makes a speaker seem more believable and trustworthy and it also helps speakers gauge audience feedback. Speakers can use facial expressions to convey their feelings, attitudes and emotions. Appropriate facial expressions make a speaker more interesting to listen to and enhance a speaker's credibility.

**Step 9. Self assess the presentation**

In our public speaking courses, student presentations are videotaped and the students watch the tape and write a self-evaluation of their performance. Even if videotaping is not possible, it is useful to have students reflect in some way on their presentation - the strengths of the presentation as well as things to work on for the next presentation.

**Sample: Self Evaluation Form for Students**

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**7. Communication apprehension**

Many students suffer communication apprehension (CA) -- "a fear or anxiety associated with communicating" (Richmond & McCroskey, 1998). CA is quite common, especially when it comes to public speaking. Highly apprehensive students are hesitant to take courses where oral communication is a component, and do so only if they need to fulfill certain requirements for their major and/or graduation.

CA is experienced not only in public speaking, but in any oral communication situation such as interpersonal communication, meetings, small group communication, talking on the phone, employment interviews, and so on. CA is
experienced differently by everyone. Some people are not apprehensive about communicating regardless of the situation.

Students can assess their level of apprehension in different settings by completing the Personal Report of Communication Apprehension (PRCA-24) (McCroskey, 1982).

- [Personal Report of Communication Apprehension](#) - web format
- [Personal Report of Communication Apprehension](#) - Acrobat (PDF) format for easy printing
Content and Organization (Rate using five-point scale)

-  _____ Effective attention getter
   (lowest) 1 2 3 4 5 (highest)

-  _____ Main points and subpoints were clear, substantive
   (lowest) 1 2 3 4 5 (highest)

-  _____ Presentation was organized well
   (lowest) 1 2 3 4 5 (highest)

-  _____ Speaker presented compelling argument
   (lowest) 1 2 3 4 5 (highest)

-  _____ Concluding statement - presentation ended smoothly
   (lowest) 1 2 3 4 5 (highest)

-  _____ Quality of Content—How informative was the presentation?
   (lowest) 1 2 3 4 5 (highest)

Delivery (Rate using 1/bad to 5/great scale)

-  _____ Extemporaneous delivery; speaker was enthusiastic about topic
   (lowest) 1 2 3 4 5 (highest)

-  _____ Appropriate and effective eye contact
   (lowest) 1 2 3 4 5 (highest)

-  _____ Appropriate vocal variety (rate, pitch, volume)
   (lowest) 1 2 3 4 5 (highest)

-  _____ Appropriate and effective gestures and movement
   (lowest) 1 2 3 4 5 (highest)

-  _____ Appropriate and effective use of language
   (lowest) 1 2 3 4 5 (highest)

-  _____ Visual aids were effective
   (lowest) 1 2 3 4 5 (highest)

What grade would you give this presentation? F D C B A

General Assessment (separate sheet)

-  What did you like about this presentation?

-  What suggestions do you have for the speaker?