



**Literary Monuments Project**  
**Laureates of the Nobel Prize in Literature**  
~ A Multimedia Presentation ~



**1. PROJECT SITUATION.**

A person or organization awarded the Nobel Prize is called a **Nobel Prize laureate**. The word “laureate” refers to being signified by the laurel wreath. In ancient Greece, laurel wreaths were awarded to victors as a sign of honor. For this project, students will assume the role of researcher and educator in their efforts to inform their fellow classmates of some of the laureates of the Nobel Prize in Literature.

**2. PROJECT TASK.** (RI.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.5, SL.9-10.6)

Conduct independent research on one (1) of the [120 Nobel Prize in Literature laureates](#), then prepare a 5- to 7-minute multimedia presentation to communicate your findings. Your presentation should include the following sections:

- Salient biographical information
- The author’s position and contribution in his/her country of origin
- Key ideas (including quoted passages) from the author’s Nobel Prize acceptance speech

- An analysis of a significant text of the author
- Reflective conclusion about the author and his/her contribution to 20th- or 21st-century literature
- Works Cited slide that lists all sources consulted

The presentation should reflect the synthesis and/or adjudication among sources consulted, a balance of paraphrasing and quoting from sources, and proper citation.

Other relevant performance tasks:

- Students are expected to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.
- The presentation’s organization, development, substance, and style should be appropriate to the assignment’s purpose, audience, and task.
- Images, maps, audio recordings, and other media should be used to enhance, supplement, or complement your presentation of information, though not replace or substitute your vocal presentation

### Getting Started

Begin your search for a Nobel laureate by visiting the official website of the Nobel Prize, which is linked below.

- [All Nobel Prizes in Literature](#)

In the screenshot below, several links are **circled in yellow** to indicate where you can find relevant information about your laureate for this assignment.

The screenshot shows the Nobel Prize website interface. At the top, there are navigation tabs: Nobel Prizes & Laureates, Nomination, Alfred Nobel, News & insights, Events, and Educational. Below this is a dark navigation bar with the following items: Literature (with a dropdown arrow), The Nobel Prize in Literature 2017, and Kazuo Ishiguro - Facts (with an upward arrow icon circled in red). Underneath, a grid of links is displayed: Facts (circled in yellow), Biographical (circled in yellow), Nobel Lecture (circled in yellow), Prize presentation, laureates, Banquet speech, Interview, Prose, Nobel diploma, Photo gallery, and Other resources. Below the navigation bar, there are social media sharing icons (Facebook, Twitter, LinkedIn, Email) and a portrait of Kazuo Ishiguro. To the right of the portrait, the text reads: Kazuo Ishiguro, The Nobel Prize in Literature 2017, Born: 8 November 1954, Nagasaki, Japan, Prize motivation: “who, in novels of great emotional force, has uncovered the abyss beneath our illusory sense of connection with the world”, and Prize share: 1/1. A red arrow points from the text 'Click to open' to the 'Facts' link.

Provided below is a teacher-curated list of 34 Nobel laureates students might be interested in learning about. This is by no means Mr. Wheeler’s list of “favorites,” nor are the names cataloged in any kind of specific order; rather, the list presents a broad range of authors from different countries and cultures, who write within different genres and formats, and engage a variety of social, political, philosophical, and historical subjects in their works. Students DO NOT need to select a Nobel laureate from this list for this assignment; there are 86 other authors to choose from.

- |                       |                            |                           |
|-----------------------|----------------------------|---------------------------|
| 1. Kazuo Ishiguro     | 13. Naguib Mahfouz         | 24. Gabriela Mistral      |
| 2. Louise Glück       | 14. Nelly Sachs            | 25. George Bernard Shaw   |
| 3. Doris Lessing      | 15. Gabriel García Márquez | 26. Nadine Gordimer       |
| 4. Orhan Pamuk        | 16. Czeslaw Milosz         | 27. John Steinbeck        |
| 5. John M. Coetzee    | 17. Pablo Neruda           | 28. Bertrand Russell      |
| 6. José Saramago      | 18. Aleksandr Solzhenitsyn | 29. Miguel Angel Asturias |
| 7. Wislawa Szymborska | 19. Samuel Becket          | 30. Gao Xingjian          |
| 8. Seamus Heaney      | 20. Jean-Paul Sartre       | 31. Svetlana Alexievich   |
| 9. Toni Morrison      | 21. Albert Camus           | 32. Bob Dylan             |
| 10. Derek Walcott     | 22. William Faulkner       | 33. Abdulrazak Gurnah     |
| 11. Octavio Paz       | 23. T.S. Eliot             | 34. Ernest Hemingway      |
| 12. Wole Soyinka      |                            |                           |

### 3. RESEARCH REQUIREMENTS.

Your research project must use a **minimum of five (5) sources** to nourish the content of your presentation, which are listed below. For detailed information on what research is and what the different types of sources are that one can use in a research project, please see [APPENDIX 1: The Research Project](#) and [APPENDIX 2: Types of Sources for Research Writing](#), located at the end of this Google Doc.

- **two (2) primary sources** (e.g., laureate’s Nobel Address, any literary work from the Nobel laureate)
- **three (3) secondary sources** (e.g., Nobel Prize website)

Students are permitted to use more than these sources if they prefer; regardless, all sources **must be cited** and **signal phrases must be used** whenever information from your sources is used, especially direct quotes. For more information on how to use signal phrases, please see [APPENDIX 3: Using Signal Phrases](#) and [APPENDIX 4: Sentence Templates for Academic Writing](#).

### 4. PRESENTATION REQUIREMENTS & CONSIDERATIONS.

- Presentation needs to be between 5 and 7 minutes in **length** (no more, no less)
- Presentation must be **focused, well-organized, and coherent**, so that it follows a conventional presentation structure: (1) begin with a brief but informative introduction, followed by (2) a coherent series of main points presented in a logical sequence, and end with (3) a lucid and purposeful conclusion. Consult [this guide on how to structure a](#)

[presentation](#), published by the department of Student Learning Development at the University of Leicester.

- ❑ The presentation must be **rehearsed**—in other words, it has been practiced, intentionally paced, and revised so as to fall within the length requirements.
- ❑ Presentation must include the following **visual components**: (1) opening title card with project title (e.g., Pale White Dot: The Dangers of Geoengineering), author name, period, course, and date of presentation, and (2) Works Cited card to credit all images and sources referenced
- ❑ Use **audio and/or visual elements** (e.g., text, images, film, animations) to support, supplement, and enhance the presentation
- ❑ **Engage the audience**: consider how sounds, animations, transitions, graphics, music, and other stylistic elements can enhance and support the substance of your presentation

### **A Note on use of Visuals in Multimedia Presentations.**

When speakers choose to use slides, conference organizers have official [advice on how to edit them](#):

- A single word or line of text can have more impact than a paragraph.
- Text-heavy slides distract listeners from processing what a speaker is saying.
- In general, choose images over text.
- Slides should be easy to understand.
- Keep graphs visually clear.
- No slide should support more than one point.
- Cut any slide that does not have a clear purpose.

## **5. RUBRIC**

Access the [Oral Presentation Rubric](#) for specific information on evaluation criteria.

## **6. SUBMISSION**

Each student must upload a copy of their Google Slide to the submission portal on Google Classroom by the assigned deadline.

## **APPENDIX 1**

### **The Research Project: Its Purpose and Process**



#### **Research: What it is.**

A research project, presentation, or paper is the culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition. It is, perhaps, helpful to think of any research artifact as a living thing, which grows and changes as you explore, interpret, and evaluate sources related to a specific topic. Primary and secondary sources are the heart of a research project, and provide its nourishment; without the support of and interaction with these sources, the research project would morph into a different genre of writing (e.g., an encyclopedic article). A research project serves not only to further the field in which it is developed and published, but also to provide the student with an exceptional opportunity to increase their knowledge in that field.

#### **Research: What it is not.**

A research project is not simply an informed summary of a topic by means of primary and secondary sources. It is neither a book report nor an opinion piece nor an expository essay consisting solely of one's interpretation of a text nor an overview of a particular topic. Instead, it is a genre that requires one to spend time investigating and evaluating sources with the intent to offer interpretations of the texts, and not unconscious regurgitations of those sources. The goal of a research project is not to inform the reader what others have to say about a topic, but to draw on what others have to say about a topic and engage the sources in order to thoughtfully offer a unique perspective on the issue at hand.

## **APPENDIX 2**

### **Types of Sources for Research Writing**



In research, a **source** is a book, document, or other artifact used to provide evidence in research. If **research** is the methodical investigation into and study of materials in order to establish facts and reach new conclusions, then sources are what *nourish* the research project.

The content of research projects may come from different types of sources, such as your own opinions and analysis, primary sources, secondary sources, and tertiary sources. It may not be necessary to include each of these types of sources in every paper you write, but your teacher may require you to include them. It is important to understand the characteristics of primary, secondary, and tertiary sources—they each serve a different purpose throughout the research process, and can strengthen your assignment, too.

It can be difficult to figure out if a source is considered primary, secondary, or tertiary. The information below explains the differences and provides examples of each. If you are still not sure if a source you would like to use is primary, secondary, or tertiary, ask a librarian or teacher.

#### **Primary Sources**

Primary sources are first-hand, authoritative accounts of an event, topic, or historical time period. They are typically produced at the time of the event by a person who experienced it, but can also be made later on in the form of personal memoirs or oral histories. Anything that contains original information on a topic is considered a primary source. Usually, primary sources are the object discussed in your project. For instance, if you are writing an analysis of William Shakespeare's *Romeo and Juliet*, the play itself would be a primary source. But, just because a source is old does not mean it is a primary source.

Examples of Primary Sources:

- Letters, diaries, or journals (recorded personal thoughts)
- Original photographs
- First-hand newspaper reports
- Speeches, autobiographies, or memoirs
- Creative works, such as plays, paintings, and songs
- Research data and surveys

#### **Secondary Sources**

Secondary sources interpret or critique primary sources. They often include an analysis of the event that was discussed or featured in the primary source. They are second-hand accounts that interpret or draw conclusions from one or more primary sources.

Examples of Secondary Sources:

- Textbooks (may also be considered tertiary sources)
- Essays or reviews
- Articles that analyze or discuss ideas and events

- Criticisms or commentaries

### **Tertiary Sources**

Tertiary sources generally provide an overview or summary of a topic, and may contain both primary and secondary sources. The information is displayed as entirely factual, and does not include analysis or critique. Tertiary sources can also be collections of primary and secondary sources, such as databases, bibliographies, and directories.

Examples of Tertiary Sources:

- Textbooks (may also be considered secondary sources)
- Almanacs
- Bibliographies or abstracts
- Encyclopedias
- Wikipedia articles

## APPENDIX 3

### Using Signal Phrases in Research Writing



**Signal phrases** are used to *introduce* and *qualify the credibility* of a source cited in a research paper. A signal phrase usually includes the name of the author or source being quoted, as in the following example (the signal phrase is underlined):

The noted conservationist Tony Perry points out in a recent article from *Scientific American* that, ironically, “Fish and game is even blocked from keeping mountain lions from killing the endangered desert bighorn sheep” (84).

Refer to the *MLA Handbook* (9<sup>th</sup> ed.) to see how to cite sentences with signal phrases.

**DIRECTIONS:** Here are some examples of how an author might “signal” the validity of a source before providing a direct quotation, paraphrase, or summary of information derived from that source. They help readers understand the authority and expertise of the sources being cited.

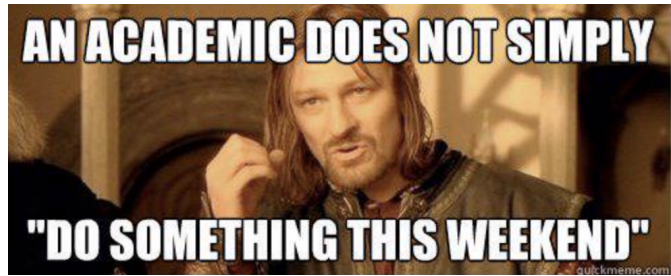
1. According to renowned economist John Smith, “the global financial crisis of 2008 had far-reaching consequences for the world economy.”
2. Dr. Sarah Johnson, lead writer for the Six Annual Report published by the Intergovernmental Panel of Climate Change, assured policymakers in a meeting in Oslo earlier this month that “rising temperatures are a direct result of greenhouse gas emissions.”
3. Professor James Brown, a leading authority on cybersecurity from Princeton University, asserts that “cyberattacks pose a significant threat to national security.”
4. As reported by the World Health Organization (WHO) in 2022, “vaccination programs have been instrumental in reducing the incidence of preventable diseases worldwide.”
5. In his seminal book *The Origins of Species*, Charles Darwin argues that “natural selection is the driving force behind evolution.”
6. According to a 2021 report from the United Nations, “poverty rates have decreased in many developing countries over the past decade.”



7. In a recent *Vogue* interview, Dr. Jane Williams, a respected historian, explained that “the American Civil War had profound social and political ramifications.”
8. According to a survey conducted by Gallup in May 2023, “public opinion on environmental conservation has shifted in recent years, with more people supporting sustainable practices.”
9. The *New York Times* reported that “the unemployment rate reached a historic low in the fourth quarter of last year.”
10. Professor Emily Davis, a prominent sociologist from UC Davis, posits that “social media has fundamentally changed the way people communicate and interact.”

## APPENDIX 4

### Sentence Templates for Academic Writing



#### **PART ONE: Starting With What Others Say**

##### Templates for Introducing what “They Say”

- A number of sociologists have recently suggested that \_\_\_\_\_ .
- It has become common today to dismiss \_\_\_\_\_ .
- In their recent work, Y and Z have have offered harsh critiques of \_\_\_\_\_ for \_\_\_\_\_ .

##### Templates for Introducing “Standard Views”

- Americans have long believed that individual effort can triumph over circumstances.
- Conventional wisdom is that \_\_\_\_\_ .
- Common sense seems to dictate that \_\_\_\_\_ .
- The standard way of thinking about topic X has it that \_\_\_\_\_ .
- It is often said that \_\_\_\_\_ .
- My whole life I have heard it said that \_\_\_\_\_ .
- You think that \_\_\_\_\_ .
- Many people assume that \_\_\_\_\_ .

##### Templates for Introducing Something Implied or Assumed

- Although none of them have ever said so directly, my teachers have often given me the impression that education will open doors.
- One implication of X’s treatment of \_\_\_\_\_ is that \_\_\_\_\_ .
- X apparently assumes that \_\_\_\_\_ .
- While they rarely admit as much, \_\_\_\_\_ often take for granted that \_\_\_\_\_ .

##### Templates for Introducing an Ongoing Debate

- In discussions of X, one controversial issue has been \_\_\_\_\_. On the one hand, \_\_\_\_\_ argues \_\_\_\_\_. On the other hand, \_\_\_\_\_ contends \_\_\_\_\_. Others even maintain \_\_\_\_\_. My own view is \_\_\_\_\_.
- When it comes to the topic of \_\_\_\_\_, most sports enthusiasts will readily agree that \_\_\_\_\_. Where this agreement usually ends, however, is on the question of \_\_\_\_\_. Whereas some are convinced that \_\_\_\_\_, others maintain that \_\_\_\_\_.

#### Templates for Keeping What “They Say” in View

- In conclusion, then, as suggested earlier, defenders of \_\_\_\_\_ cannot have it both ways. Their assertion \_\_\_\_\_ is contradicted by their claim that \_\_\_\_\_.

### **PART TWO: The Art of Summarizing**

#### Templates for Introducing Summaries and Quotations

- She advocates for a radical revision of the juvenile justice system.
- They celebrate the fact that \_\_\_\_\_.
- \_\_\_\_\_, he admits.

#### Verbs for Making a Claim

argue	emphasize	report
assert	insist	suggest
believe	observe	
claim	remind us	

#### Verbs for Expressing Agreement

acknowledge	corroborate	reaffirm
admire	do not deny	support
agree	endorse	verify
celebrate the fact that	extol	
	praise	

#### Verbs for Questioning or Disagreeing

complain	deplore the	reject
complicate	tendency to	renounce
contend	qualify	repudiate
contradict	question	
deny	refute	

## Verbs for Making Recommendations

advocate  
call for  
demand  
encourage

exhort  
implore  
plead  
recommend

urge  
warn

## **PART THREE: The Art of Quoting**

### Templates for Introducing Quotations

- X states, “not all steroids should be banned from sports.”
- As the prominent philosopher X puts it, “\_\_\_\_\_.”
- According to X, “\_\_\_\_\_.”
- X herself writes, “\_\_\_\_\_.”
- In her book, \_\_\_\_\_, X maintains that “\_\_\_\_\_.”
- Writing in the journal *Dragonfly*, X complains that “\_\_\_\_\_.”
- In X’s view, “\_\_\_\_\_.”
- X agrees when she writes, “\_\_\_\_\_.”
- X disagrees when he writes, “\_\_\_\_\_.”
- X complicates matters further when she writes, “\_\_\_\_\_.”

### Templates for Explaining Quotations

- In essence, X is warning that the proposed solution will only make the problem worse.
- In other words, X believes \_\_\_\_\_.
- In making this comment, X urges policymakers to \_\_\_\_\_.
- X is corroborating the age-old adage that \_\_\_\_\_.
- X’s point is that \_\_\_\_\_.
- The essence of X’s argument is that \_\_\_\_\_.

## **PART FOUR: Three Ways to Respond to Others’ Ideas**

### Templates for Disagreeing, with Reasons

- X is mistaken because she overlooks recent fossil discoveries in the South.
- X’s claim that \_\_\_\_\_ rests upon the questionable assumption that \_\_\_\_\_.
- I disagree with X’s view that \_\_\_\_\_ because, as recent research has shown, \_\_\_\_\_.

- X contradicts herself. On one hand, she argues that \_\_\_\_\_. On the other hand, she also says \_\_\_\_\_.
- By focusing on \_\_\_\_\_, X overlooks the deeper problem of \_\_\_\_\_.

### Templates for Agreeing

- I agree that diversity in the student body is educationally valuable because my experience at Central University confirms it.
- X is surely right about \_\_\_\_\_ because, as she may not be aware, recent studies have shown that \_\_\_\_\_.
- X's theory of \_\_\_\_\_ is extremely useful because it sheds light on the difficult problem of \_\_\_\_\_.
- Those unfamiliar with this school of thought may be interested to know that it basically boils down to \_\_\_\_\_.
- I agree that \_\_\_\_\_, a point that needs emphasizing since so many people still believe \_\_\_\_\_.
- If group X is right that \_\_\_\_\_, as I think they are, then we need to reassess the popular assumption that \_\_\_\_\_.

### Templates for Agreeing and Disagreeing Simultaneously

- Although I agree with X up to a point, I cannot accept his overriding assumption that religion is no longer a major force today.
- Although I disagree with much that X says, I fully endorse his final conclusion that \_\_\_\_\_.
- Though I concede that \_\_\_\_\_, I still insist that \_\_\_\_\_.
- X is right that \_\_\_\_\_, but she seems on more dubious ground when she claims that \_\_\_\_\_.
- While X is probably wrong when she claims that \_\_\_\_\_, she is right that \_\_\_\_\_.
- Whereas X provides ample evidence that \_\_\_\_\_, Y and Z's research on \_\_\_\_\_ and \_\_\_\_\_ convinces me that \_\_\_\_\_ instead.

## **PART FIVE: Distinguishing Between What You Say from What They Say**

### Templates for Signaling Who Is Saying What In Your Own Writing

- Although X makes the best possible case for universal, government-funded health care, his argument fails to be persuasive.
- My view, however, contrary to what X has argued, is that \_\_\_\_\_.

- Adding to X's argument, I would point out that \_\_\_\_\_ .
- According to both X and Y, \_\_\_\_\_ .
- Politicians, X argues, should \_\_\_\_\_ .
- Most athletes will tell you that \_\_\_\_\_ .
- X is right that certain common patterns can be found in the communities.
- The evidence shows that \_\_\_\_\_ .
- X's assertion that \_\_\_\_\_ does not fit the facts.
- Anyone familiar with \_\_\_\_\_ should agree that \_\_\_\_\_ .
- But \_\_\_\_\_ are real, and are arguably the most significant factor in \_\_\_\_\_ .

#### Templates for Embedding Voice Markers

- X overlooks what I consider an important point about cultural differences.
- My own view is that what X insists is a \_\_\_\_\_ is in fact a \_\_\_\_\_ .
- I wholeheartedly endorse what X calls \_\_\_\_\_ .
- These conclusions, which X discusses in \_\_\_\_\_ , add weight to the argument that \_\_\_\_\_ .

### **PART SIX: Planting a Naysayer in Your Text**

#### Templates for Entertaining Objections

- At this point I would like to raise some objections that have been inspired by the skeptic in me. She feels that I have been ignoring the complexities of the situation.
- Yet some readers may challenge my view by insisting that \_\_\_\_\_ .
- Of course, many will probably disagree on the grounds that \_\_\_\_\_ .

#### Templates for Naming Your Naysayers

- Here many *feminists* would probably object that gender does influence language.
- But *social Darwinists* would certainly take issue with the argument that \_\_\_\_\_ .
- Nevertheless, both *followers and critics of Malcolm X* will probably suggest otherwise and argue \_\_\_\_\_ .
- Although not all *Christians* think alike, some of them will probably dispute my claim that \_\_\_\_\_ .
- *Non-native English speakers* are so diverse in their views that it's hard to generalize about them, but some are likely to object on the grounds that \_\_\_\_\_ .

## Templates for Making Concessions While Still Standing Your Ground

- Although I grant that the book is poorly organized, I still maintain that it raises an important issue.
- Proponents of X are right to argue that \_\_\_\_\_. But they exaggerate when they claim that \_\_\_\_\_.
- While it is true that \_\_\_\_\_, it does not necessarily follow that \_\_\_\_\_.
- On the one hand, I agree with X that \_\_\_\_\_. But on the other hand, I still insist that \_\_\_\_\_.

## **PART SEVEN: Saving Why It Matters**

### Templates For Indicating Who Cares

- Parents used to think spanking was necessary. But recently [or within the past few decades] experts suggest that it can be counterproductive.
- This interpretation challenges the work of those critics who have long assumed that \_\_\_\_\_.
- These findings challenge the work of earlier researchers, who tended to assume that \_\_\_\_\_.
- Recent studies like these shed new light on \_\_\_\_\_, which previous studies had not addressed.
- Researchers have long assumed that \_\_\_\_\_. For instance, one eminent scholar of cell biology, \_\_\_\_\_, assumed in \_\_\_\_\_, her seminal work on cell structures and functions, that fat cells \_\_\_\_\_. As \_\_\_\_\_ herself put it, “\_\_\_\_\_” (2007). Another leading scientist, \_\_\_\_\_, argued that fat cells “\_\_\_\_\_” (2006). Ultimately, when it came to the nature of fat, the basic assumption was that \_\_\_\_\_. But a new body of research shows that the fat cells are far more complex and that \_\_\_\_\_.
- If sports enthusiasts stopped to think about it, many of them might simply assume that the most successful athletes \_\_\_\_\_. However, new research shows \_\_\_\_\_.
- These findings challenge neoliberals’ common assumption that \_\_\_\_\_.
- At first glance, teenagers might say \_\_\_\_\_. But on closer inspection \_\_\_\_\_.

### Templates for Establishing Why Your Claims Matter

- *Huckleberry Finn* matters because it is one of the most widely taught novels in the American school system.
- Although X may seem trivial, it is in fact crucial in terms of today’s concern over \_\_\_\_\_.

- Ultimately, what is at stake here is \_\_\_\_\_ .
- These findings have important implications for the broader domain of \_\_\_\_\_ .
- If we are right about \_\_\_\_\_ , then major consequences follow for \_\_\_\_\_ .
- This discovery will have significant applications in \_\_\_\_\_ as well as in \_\_\_\_\_ .
- Although X may seem of concern to only a small group of \_\_\_\_\_ , it should in fact concern anyone who cares about \_\_\_\_\_ .