

# Second Oral Presentation

- **The talk should provide information on your research (discoveries, limitations, redirections, historiography, etc.).**

To make sense of your research, you will need to clearly and concisely identify your topic and research question.

WARNING: Do not allow your focus to shift to your final paper's thesis. (Your 10-minute presentation will focus on thesis and arguments, supplemented by research).

- **The talk should run 4 minutes.**

Practice carefully. What is four minutes in a practice session can turn into a six-minute talk in class if the speaker slows down due to nerves, spends more time on visual aids than planned, or adds information and explanation, however short.

\*\*You will be signaled if you reach 4 ½ minutes. And you will be stopped at 5 minutes.

- **Presenters must stand at the front of the class. Use of the podium is optional (and strongly discouraged).**

Logically, then, students should practice using the same arrangement. Our classroom and ones of similar size and arrangement are available at many times during the week. Consider how to stand, move around, gesture, handle notes, use visual aids. Practice moving around and not waving your note cards or staring down at them. Practice using your visual aid. Practice room-wide eye contact.

■ **Your topic and your talk's thesis and organization should be clearly set out in the introduction.**

Make it clear to your audience what you will be doing. What is your purpose? What is your talk's argument? What is its organization? "My talk is about my research on the Battle of Gettysburg" does not indicate what you will be saying about that research, e.g., that it has involved successes in locating key secondary sources and government documents.

■ **In all parts of your presentation, remember the usefulness of "signposts" and repetition.**

"Now that I have explained my research question, I am going to move on to the first of my three points."

■ **Remember the value of an appealing and informative introductory statement (i.e., something more than "ah, my topic is" or "so, today I'm going to talk about").**

A brief reference to an intriguing fact about your topic or your interest in it, for example, can ease both you and your audience into your talk.

■ **Be sure that your conclusion pulls together your talk (perhaps by returning to the intriguing fact in your introduction).**

Your conclusion should make it clear that you are wrapping up. Simply stopping or saying "that's it" or "questions?" out of the blue is not acceptable. You must plan what you are going to say; *do not count on a useful conclusion popping into your head at minute four (or, worse yet, minute four and a half).*

End, allow your classmates to applaud, and then ask for questions. “Questions?” should not be the last word of your talk.

■ **Notes *must* be key words and phrases with lots of white space to separate items and make them easy to read during your talk. An outline format helps you plan as well as deliver your talk.**

Notes must be sufficient to get you through any situation if you get lost or distracted, BUT they must not be so detailed that they provide unnecessary detail that make their use difficult.

An outline that sets out three main points makes it easy for you to announce in your introduction that “today, I am going to be covering three aspects of my research: first . . . .”)

**Failure to have notes that are key words and phrases: up to 10 points.**

**Failure to turn in notes immediately after talk: 10 points.**

**Reading a script or delivering a memorized talk: up to 30 points.**

Your grade will be affected by not only the usefulness and appropriateness of your notes but also how you handle them during your talk.

Do you want note cards? Half-sheets of paper? Full sheets? Where do you want them during your talk? (They need to be accessible but not distracting to you or your audience—through waving, flipping/shuffling, limiting your natural gestures, forcing you to stare down, etc.)

■ **Dress appropriately.**

Convey to your audience that you are taking your presentation seriously: you have something important to say, and your audience should respect both you and your arguments/evidence.

Inappropriate attire—*such as* gym clothes/sweats, wrinkled or dirty t-shirts, most jeans, shorts, flip-flops, tight dresses/skirts, untucked shirts, low-cut blouses—will result in a penalty.

■ **Use power point.**

It gives you a reason to move around and to take your attention from the eyes watching you. It gives your audience a visual supplement to your spoken words—and it moves their eyes away from you so that you feel less like you are in a fish bowl.

Words on slides should be minimal: the audience has your spoken words, so what it needs is visual support.

TIP: Plan your talk, particularly your thesis and supporting points. **Then**, think about possible visual aids (pictures, maps, lists, charts, etc.) that help clarify either or both.

Fancy is not necessary or even desirable. Clear and useful are. If you need help or suggestion, the SPEAKING CENTER can instruct and advise.

Pay attention to font, color, length, consistency (e.g., capitalizations, abbreviations, and punctuation).

**REMINDER:** Prepare a presentation that *uses* power point, not a power-point presentation.

■ **Talks will be taped, and each student must meet with the Speaking Center to review the taped talk BEFORE he/she can meet with the instructor.**

You have a week to go to the Speaking Center and meet with the instructor.

It is a good idea to schedule an appointment ahead of time, i.e., *NOW*. (If you wait to schedule your meeting and there are no times available, that is YOUR fault and the penalty will apply.)

A meeting that results from talking a consultant into creating an appointment outside of planned hours will not be accepted as meeting the course requirement.

**Failure to review tape at Speaking Center: 20 points.**

**Failure to meet with the instructor to review talk: 20 points.**

**Failure to meet either requirement in the allotted one week: 10 points.**

### ■ **Peer reviews**

Students are expected to provide feedback—in the form of questions and suggestions—after presentations.

In addition, each presenter will receive written feedback from two classmates. Thus, each student needs to take their peer review responsibilities seriously.

Reminder: peer reviews (or lack thereof) affect the participation grade.