

PRESENTATION GUIDELINES¹

Presentations will have three components, 1) The presentation itself, 2) Facilitation of class discussion of the presentation, and 3) A written outline or synopsis of the presentation.

I. Presentation

Presentations should be reflective and exploratory. They should use the readings or topics from class discussion as a taking-off point. You can also use the presentation to share with the class knowledge you have gained by further reading or research into an aspect of the reading/discussions that's intrigued you. You will be evaluated as to the *enthusiasm* you have for your topic, the *clarity* of your presentation, the *coherence* of organization, and the skill with which you *summarize* and *relate* your presentation to the continuing "themes" or interests that have developed in class. In this class I particularly encourage *cooperative* presentations involving two or more students. Tip: time your presentation and make sure it doesn't go over the ten minute limit.

II. Discussion

The presentation should be no more than minutes in length and followed by a discussion of equal duration. Cooperative presentations should be proportionately longer. You are responsible for seeing that neither the presentation nor the discussion is excessively lengthy. You will be evaluated as to your *skill and poise* in facilitating discussion. Here are a few techniques that may be helpful:

A. Ways to start the discussion

- (1) Ask someone to summarize in their terms what you've stated in your presentation.
- (2) Ask if there is an aspect of your presentation or performance that needs explanation.
- (3) Ask if anyone has a comment on the presentation or performance.
- (4) Appoint a commentator (or two) to listen carefully and briefly respond. After their commentary, ask if someone else has a point.
- (5) Formulate a question based on your presentation or performance and ask the group to jot down a brief answer. Then ask individuals what they've written.

B. Ways to nurture and guide the discussion

- (1) Ask people to clarify or expand their statements.
- (2) Restate what people have said, and ask if your restatement is accurate.
- (3) Ask people for examples relevant to statements they've made.
- (4) Give pithy examples of your own points.
- (5) Restate what someone has said in an exaggerated or distorted way and ask if that is what they meant.
- (6) Summarize lengthy and possibly irrelevant statements and relate them back to the topic
- (7) Have a handout (perhaps the outline, perhaps a set of questions) to give to the class.

C. To conclude successfully :

- (1) Note that the time to end the discussion is drawing near.
- (2) Summarize the major points of the discussion (jotted down, perhaps).
- (3) Relate the discussion to the presentation and the presentation to the class as a whole
- (4) Thank the class and instructor for their interest and participation/

D. TIP: NEVER, EVER APOLOGIZE FOR YOUR WORK

E. The outline or synopsis should not exceed one typed page

¹ Depending on class size, we may be having presentations as early as mid-September. We will certainly begin the process of scheduling presentations by Sept. 22

