

**A POCKET
GUIDE TO
PUBLIC
SPEAKING
4TH EDITION**

Chapter 30

**Presentations Assigned across the
Curriculum**

The Review of Academic Articles

- Typically expected to:
 - ▶ Identify the author's thesis or hypothesis
 - ▶ Explain the author's methods
 - ▶ Explain the author's findings
 - ▶ Identify the theoretical perspective (if applicable)
 - ▶ Evaluate the study's validity (if applicable)

The Review of Academic Articles (cont.)

- ▶ Describe the author's sources
- ▶ Evaluate the validity of the sources
- ▶ Show alternative applications of findings
- ▶ Suggest possible leads for further research

The Team Presentation

- Type of oral presentation
- Delivered by three or more individuals
- Regularly used in the classroom
- Requires cooperation and planning

The Debate

- Calls upon skills in:
 - ▶ Persuasion
 - ▶ Delivery
 - ▶ Ability to think quickly and critically
- Academic debate
 - ▶ Sides argue issue from opposing viewpoints

Take a Side

- Individual debate format
 - ▶ Two individuals face off
- Team debate format
 - ▶ Two teams face off

Take a Side (cont.)

- Affirmative side
 - ▶ Supports the topic with a resolution
 - ▶ Seeks change or consideration of issue
- Negative side
 - ▶ Attempts to defeat the resolution
 - ▶ Dissuades audience from affirmative arguments

Advance Strong Arguments

- Claim
 - ▶ Makes an assertion about an issue
- Evidence
 - ▶ Support offered for the claim
- Reasoning
 - ▶ Explanation of why evidence supports claim

Advance Strong Arguments (cont.)

- Debates are characterized by refutation.
 - ▶ Each side attacks the other's arguments.
 - ▶ May refute:
 - ▶ Claims
 - ▶ Evidence
 - ▶ Reasoning

Advance Strong Arguments (cont.)

- Refutation also involves rebuilding refuted arguments.
 - ▶ New evidence may be added
 - ▶ Opponent's reasoning/evidence may be attacked

The Poster Presentation



- Concisely visually displays information about
 - ▶ A study;
 - ▶ An issue;
 - ▶ A concept.
- Information is displayed on a poster.

The Poster Presentation (cont.)



- Follows scientific journal article structure:
 - ▶ Abstract
 - ▶ Introduction
 - ▶ Description of methods
 - ▶ Results
 - ▶ Conclusion
 - ▶ References

The Poster Presentation (cont.)

- Key findings are displayed on posters.
 - ▶ Can be examined freely by participants
- Copies of the written report are available.
 - ▶ Include full details of the study

The Poster Presentation (cont.)

- Consider the audience.
- Posters must be
 - ▶ Concise;
 - ▶ Visually appealing;
 - ▶ Restricted to most important parts.

Preparing the Poster

- Select a concise, informative title.
 - ▶ Use 84-point type or larger.
- Include an abstract (brief study summary).
 - ▶ Offer compelling and “must know” points.
- Ensure logical, easy-to-follow flow.

Preparing the Poster (cont.)



- Ruthlessly edit text to a minimum.
 - ▶ Use clear graphics wherever possible.
- Select a muted color for the poster.
 - ▶ Use a contrasting, clear font color.
- Use a large font size.
 - ▶ Text should be readable from three feet.

Preparing the Poster (cont.)

- All figures/diagrams must be legible.
 - ▶ Make each viewable from a distance.
 - ▶ Label each one.
- Provide a concise summary of each figure.
 - ▶ Include a legend below each one.

Preparing the Poster (cont.)

- Be prepared to
 - ▶ Provide brief descriptions of your poster;
 - ▶ Answer questions.
 - ▶ Keep explanations short.

The Service Learning Presentation

- Addresses a problem or need in a
 - ▶ Community agency
 - ▶ Non-profit organization

The Service Learning Presentation (cont.)

- Typically included:
 - ▶ Description of the service task
 - ▶ What organization did your project serve?
 - ▶ What is the problem/issue?
 - ▶ How was the problem/issue addressed?

The Service Learning Presentation (cont.)

- ▶ Description of what you learned about those you served
 - ▶ How did the problem affect them?
 - ▶ How did your solution help them?
 - ▶ What differences did you observe?

The Service Learning Presentation (cont.)

- ▶ Explanation of how the service task and outcome related to your service learning course
 - ▶ What course principals relate to your project?
 - ▶ What observations indicate these principles apply?

The Service Learning Presentation (cont.)

- ▶ Application of learning to future understanding
 - ▶ How was your understanding improved/expanded?
 - ▶ How was your interest/motivated affected?
 - ▶ What can you tell others about
 - ▶ The experience?
 - ▶ How it could affect them?

Preparing for On-the-Job Audiences

- Expert or insider audience
 - ▶ Very knowledgeable about the topic/issue
- Colleagues within the field
 - ▶ Share speaker's knowledge of the field
 - ▶ May be unfamiliar with specific topic

Preparing for On-the-Job Audiences (cont.)

- Lay audience
 - ▶ No specialized knowledge of the field
- Mixed audience
 - ▶ Combination of people
 - ▶ Various levels of knowledge
 - ▶ Most difficult audience to satisfy